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ABSTRACT

Management by Objectives (MBO), provides student personnel administrators some help in responding to the complexity of a constantly changing student community. MBO is a goal- and result-oriented process for effective management. A major MBO assumption is that people work better if they are clear about goals, if they help in setting their own job goals, and if they are clear about how they will be evaluated. For MBO to function successfully, all organization members need to understand and agree with the concept. Several pitfalls that might hinder the smooth functioning of MBO are discussed. Action steps to implement MBO, procedures and designs for setting goals, and the effect of management style on MBO implementation are described. The report presents three case studies in which MBO proved useful as well as common errors in trying to establish MBO-oriented programs. (Author/SE)

MANAGEMENT BY OBJECTIVES (MBO) IN STUDENT SERVICES

by

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And to all of the people in Student Services who trusted us enough to try out the process.

I. OVERVIEW OF MBO

A. Introduction

Many educational institutions in the United States are more complex, structurally and financially, than major industrial corporations. In the past, we have claimed that universities are different from businesses because they deal with processes of learning and teaching, instead of profits.

As we become increasingly complex, the legislatures, taxpayers, and students are asking us to become more accountable for how we spend money and what outcomes we are achieving with the money. These are hard times for higher education and times do not appear to be getting easier. We in Student Services know that what we do is important to the life of students, and yet we are facing heavy cutbacks.

Today, in order to be effective administrators, we must learn and practice the functions of effective managers. We must learn to:

1) Set goals for our Student Services Division;
2) Relate those goals to the college or university as a whole;
3) Set specific objectives, both for program areas and for individual administrators in each area;
4) Figure out what success would look like and how we would know if we got there;
5) Develop action plans that will reach our objectives and still utilize limited resources wisely;
6) Be managers who are concerned with the results achieved, rather than focused on a high level of activities;

7) Delegate effectively; and

8) Regularly evaluate programs and employees honestly, fairly, and supportively - both in a negative and positive way.

Some of us in Student Services have these management skills - many of us do not. It is incumbent on us to get better at them.

As most student personnel administrators will testify, management of all the diverse functions of Student Services programs requires that the managers think and act in terms of many different jobs, not just one. Hopefully we are becoming more aware that there are better ways to manage and direct our areas of responsibility. This handbook was designed to give student personnel administrators some help in responding to the complexity of our constantly changing community to be served--the students. The handbook is intended to give guidelines for some ways to do things. Look for others as well!

B. MBO - WHAT IS IT?

Management by Objectives is a goal-oriented process for managing effectively. It was first identified by Peter Drucker in his work with large corporations. He discovered that the organizations most effective in terms of financial pay-off and employee satisfaction were those where everyone in the organization was clear about what the goals of the organization were and how their job fit into the achievement of those goals.

George Odiorne took Drucker's findings and developed a way to get organizations operating in a results-oriented management style. Odiorne called his system Management by Objectives. This system has been implemented extensively in the last ten years in business and industry throughout the U.S. and other countries.

Those organizations that had results-oriented top administrators have been particularly effective in using the process. Those organizations not able to eliminate an activity orientation ("It doesn't matter <u>why</u> we do it - just <u>do</u> it.") have been notable failures. If you are able to begin to <u>actually</u> evaluate programs and people in terms of results achieved, instead of just in terms of the activities performed, MBO can be an effective tool for your administration.

MBO is not a fixed or rigid system. We in student personnel work just need to understand the principles of MBO, get some guidance to alternative ways of implementing it, diagnose our own system, and design an MBO process to fit our system.

C. <u>BASIC ASSUMPTIONS OF MBO</u>

MBO is based on some assumptions about how people work, and how they are motivated to be more effective. These are:

1) <u>Goals</u>: People work better (more creatively) if they are clear about the goals of the organization, the goals of their supervisors and peers, and how their job fits into those goals.

2) Participation: People work more effectively and with more commitment if they help in setting the goals for their own jobs.

3) Evaluation: People grow and work more freely and effectively when they are clear about how they will be evaluated, and especially when they have helped to develop those evaluation criteria themselves.

D. ELEMENTS OF AN MBO SYSTEM

It is important to stress that MBO is a system of management - a process we go through. The products of that process (job descriptions, need identification data, goal statements, etc.) are not as important as the process by which the "product" was generated.

MBO is not new and original. Many managers instinctively operate with a goal-oriented system, but for many organizations, it will be new and, therefore, will be resisted. There is always resistance to change in any organization

In implementing the system, it is important to spend considerable time educating people at every level in order to get commitment and lower the resistance. In most cases, this calls for educational seminars on MBO at all levels, including the clerical level.

Remember that MBO is not a "cookbook" formula. There are many ways to implement it, and it is vital to mold the process to fit the situation in your particular organization. After you have begun implementation, keep "taking the pulse" of the organization, and be prepared to alter the plan where needed.

It is difficult to implement MBO quickly, especially in a large organization, and you will probably regret it if you do try to go too fast. Move slowly through the organization, doing a great deal of preparatory education at each level.

It is possible to implement from the top down or bottom up. Top down would begin with the head person writing goals and objectives and then move down through the hierarchy. The decision on whether to go up or down is yours, based on your own analysis of your system.

If there is a lot of mistrust of upper management in your system and/or a lot of mystique about "historical perspective," it probably is best to have a "top down" system, where upper management exposes their goals and values first.

If you have a fairly young organization and people in the lower echelons are trusting of upper management and comfortable with their own roles, it might be effective to go bottom up.

These are just two alternatives. Diagnose your system and decide where it would be best to start, based on where you feel it could do the most good in reducing resistance.

One final element: It is vital to have the commitment of the top person in the organization, division or unit where the process is being implemented. You can try to do it without that commitment, but it's a bit like swimming upstream in a flood.

E. HOW MBO WORKS

The basic format for writing individual objectives is a discussion and/or negotiation between supervisor and employee to clearly identify and agree on:

1) What the Major Areas of Responsibility (MAR's) for the employee's job (i.e., budget, supervision) are;

2) What the overall goal for the job is (i.e., "To manage the Central Food Service in such a way as to provide quality food, effective service and innovation within established budget"); What does the supervisor see as goals for the job? What does the employee see? There should be agreement on these;

3) What the objectives for this year (quarter, term, etc.) will be. (What does the employee need from the supervisor in order to achieve these objectives? Are the objectives real; can they be achieved? Agreement is again critical);

4) Ways the employee will be evaluated in terms of these objectives. (What specific measurement criteria will be used by both supervisor and employee to tell if it has been a good year.)

When you are writing program objectives, you would use a similar format. The difference would be that the MAR's and objectives would be developed by the whole "team" or program group responsible for the program. You will identify the needs you are attempting to meet, the Major Areas of Responsibility you identify from the needs, the objectives you as a program group will be working to achieve, and the indicators of success if you've achieved them. The head of the program or unit would then negotiate these with her/his supervisor.

It is important to recognize that goals and objectives are not "cast in bronze." They should be reviewed (and revised, if needed) any time there has been a shift in environment or needs, and anytime either supervisor or employee is feeling unclear about what is happening in the job.

The goals and objectives will need to be rewritten completely each year (quarter, term or whatever you decide is the appropriate length of time). Don't get caught in the trap of writing "memorial" objectives or goals that stand for a lifetime. Completely rewrite them each time, as a reality check on your movement and direction.

F. MBO PITFALLS

Let's assume you decide to try a version of MBO in your system. Before you begin, let us give you a few cautions by identifying a couple of the pitfalls ahead.

Make no mistake about it--MBO is hard work. A major difficulty is that many managers tend to think about the actual task rather than the results achieved by the performance of that task. It is difficult to learn to state an objective in terms of results rather than activities, and learning to do so well is usually a gradual process. An organization or area should not try to be too "perfectionistic" with their MBO program at the outset. This is particularly true in the evaluation stages of MBO. Too often, one style of evaluation is used for several different divisions of a program. It is necessary to remember that different areas have different objectives, and a common mechanism is not always helpful in terms of evaluation. Most important of all, it is necessary to remember that an MBO system needs to be flexible and able to change, just as the goals and duties of the area are subject to constant change.

Let's look at some specific pitfalls we can encounter. By becoming aware of some of the pitfalls, we may avoid or side-step them along the way, although it is virtually impossible to avoid all the hazards.

1) Busy-busy Syndrome

This attitude can really cause you problems. Busy-busy managers spend a great deal of time skirting the real issues. Interviews and negotiations are rushed, and you always feel as if they had something more important to do than to talk to you. They keep reacting to words, instead of concepts.

Possibilities: Sounds like these people haven't been educated and coached enough in a results-management orientation. Someone should give them feedback on how their behavior isn't helpful. If all else fails, get an assistant to free the manager from some of the routine pressures and see what happens.

2) Reluctance to Change

These managers give lip service to the program but won't put forth the time and effort required to ensure its success. All you get from them is a "paper shuffle" justification.

Possibilities: These managers need more education, also. Someone needs to work with them to show them what the payoff could be to them for being committed. These people are hard to change, though, because they aren't straight with you. It's difficult to get to the real issue bothering them. You may have to go tactfully around them and get their employees committed yourself.

3) The Perfectionists

These managers get all bogged down in trivia and minute details. They are so worried about sentence structure, format, etc., that they hold up the whole process.

Possibilities: Pressure them, ask to see their drafts, affirm their drafts ("That's fine! You can just go with this."), etc. Somehow figure out how to help them see the larger concepts they're working on instead of worrying about the style or form. Lots of luck!

4) The Self-Righteous Soul

These people respond to your MBO suggestions with, "You can't measure what I do" and "It may be all right for business, but it won't work here. We're people-oriented, not profit-oriented"!

Possibilities: You'll find lots of these - their name is Legion in Student Services. Remind them that someone already is measuring what they do. We're suggesting a process that would make the measurement criteria open and shared. The best way to keep these folk from blocking your process is to talk them into trying it. Once you've helped them do it, they are in a different place. But they require a lot of individual work.

Obviously, you can't avoid all of these pitfalls, and there are many more that could be identified. We recommend reading "20 Ways to Kill MBO", by Dale D. McConkey, before you begin your process.

II. ACTION STEPS TO IMPLEMENTING AN MBO PROCESS

A. First Steps

Before you begin to implement an MBO system, it is essential to take a good look at your organization and answer the following questions:

1) What do you see as the payoff in your organization, for you and for others?

2) How resistant are people likely to be to change? What can you do to lower resistance to a new style of managing?

3) Which people appear to be "results-oriented" supervisors (evaluating their staff by the results achieved, instead of only by the activities)? These people will be good allies in the implementation process.

4) How does communication flow in the organization - up, down, across levels? Decisions about who should be included in goal-setting sessions will be dependent on who needs to communicate more effectively with whom.

5) What are the organizational trouble spots? Will they be helped by MBO? Will they get worse? Do you need to do something about them before you begin?

6) Can you plan to implement through all levels of the organization? If so, decide on a time-table. Figure about one level of the hierarchy a year, initially.

7) How about people above you in the organizational hierarchy? Is what you're about to do going to be threatening to them? If so, what do you need to do to lower the threat?

8) Where should you begin? Analyze your organization as to whether you need to go "top down" or "bottom up." (See previous section)

Based on this analysis, decide where to begin the process. It seems to us that often the best place to start is with yourself, if you are the head of the organization.

To insure a real process, it is vital that the top person be totally committed to trying this "results" style of management. It is also vital that that person be perceived as being committed by the rest of the organization. Usually the best indicator to staff of that kind of commitment is that the top person is doing the work necessary to accomplish his/her part of the implementation.

When you have decided where to begin, sit down (either by yourself or with a consultant or trusted member of your staff) and write a goal statement for the MBO process itself. This should be a broad statement of what you hope to achieve by implementing MBO - the "desired end-state" for the MBO process. Writing this goal statement sounds easier than it is - it requires that you really be honest with yourself as to why you're doing it.

When you have determined the over-all goals for your MBO process, then write some realistic objectives for the first year, and some success indicators. You can identify success indicators by asking "How will I know if I achieved those objectives"? For instance, the goals might be:

> "To institute a system-wide accountability process that will (1) enable us as individuals to do our work more creatively; (2) enable us as an organization to be more responsive to student needs and more flexible in our programming; and (3) to enable us as an organization to convince the rest of the University of the importance of our functions."

The objectives under such a goal statement, for the first year, might be:

Objective 1: To sell the top people in my division (Directors) on the importance of using MBO as our management model.

ER: (Expected Results if I succeed) They have all participated fully in the divisional goal-setting.

ER: They are expressing their anxieties about the process to me and to each other.

ER: They have begun to talk about how to do the process in their own areas.

Objective II: To show my commitment to MBO by writing a participative goal statement and my own objectives and measures; negotiate these with the President.

ER: I've done it, and the objectives are fairly real and honest.

ER: I get feedback from the President that he understands what we're trying to accomplish.

ER: I get feedback from the Directors as to how to rewrite the initial goal statement to include their "visions."

These objectives may not seem to be a big step, but they are, in fact, the bedrock upon which you will be able to build a healthy MBO system. The objectives will tell others what you want to do and what you need from them in order to do it.

Let us assume that you decide to begin with an overall goal statement for your division (Student Services, Student Affairs, Dean of Students, etc.) and include as many of your top personnel as you can comfortably involve in the process of setting these goals. Then you can follow up with writing your own objectives (measurable, achievable, in a time period). You can then negotiate those goals and objectives with the President, if the President is willing to do that. Even though the President is not committed to your MBO ideas, rarely will he/she refuse to talk about goals. After discussing the goals and objectives with the President, meet with the people who report to you. Tell them about the experience, and "walk" them through your objectives. Do your utmost to make those objectives and your experience with the President real and alive for them. What you are doing is modeling how you want them to operate. It's a critical point; they will be inclined to follow your model.

We are putting great emphasis on this initial stage, because it is indeed the big key to whether or not your system will work. Don't try to hurry it, though it is certainly tempting to move rapidly.

If you have a staff person whom you trust and who has good diagnostic and group development skills (as well as a non-threatening manner), it would help you greatly to get this person committed, assigned, and trained (in that order) to work on implementation. You won't have time yourself to do the groundwork that will help with implementation. Warning! Do not turn it over to that person to the extent of lessening your own commitment. The people in the organization will instinctively realize that you are less committed, and their commitment will decrease. Meet with that staff person regularly and often, in order to be involved in the decisions about the process.

If there is no such person, and hiring one isn't realistic, you may have to "wing it" on your own. Try to develop an on-going relationship with an external consultant who can help you with planning and running goal-setting sessions at various levels, and who can also give your organization diagnostic help. It's hard to do it yourself - the old forest and the trees syndrome.

B. Selling and Education

It is difficult to get people to buy into a concept that they know little about, especially when what they do know is negative. Student personnel people are very nervous about accountability systems. We have all heard scare stories about what has been done by HEW, public schools, etc. There has been a lot of poorly administered MBO in "helping agencies" in recent years, and people are quite right to be skeptical. MBO can and has been handled as a very repressive, controlling process. Staff are right to be suspicious.

Therefore, we stress how important it is to educate your people into the concept you have in mind. Your initial goals and objectives will help, but more is needed. Reading material will help with some people. Most of the literature has been written for business; student personnel people have had trouble figuring out how to apply the literature to themselves when they read about profits, production, etc. We have attached a bibliography, and we hope you can find there some written material helpful to your staffs--and to you.

But the best way to educate people is to give them a personal experience in MBO. One way to educate is to set up seminars for various common-interest groups in your organization. A one or two-day MBO workshop taught in student personnel language can spark much interest and actual activity. You could bring in a consultant from one of the other universities or colleges that has administered MBO, or send your MBO staff person off to a good conference to be trained to come back and run some seminars for others.

The more ways you can think of to educate your people (at all levels) before they first do their own objectives, the better chance you have of getting them to write real objectives and negotiate them openly.

C. Goal Setting

Definition of a goal as used here:

> The desired end-state - a broad, general look at our ideal organization (division, unit, etc.). Not measurable, probably not achievable. The general thrust of the organization.

You will be writing goals at all levels of the organization eventually, and the method for goal-setting is similar at any level. Many management teams (boards, committees, etc.) have difficulty setting goals that adequately reflect their vision of the future. Part of the problem is that the group hasn't really come up with a shared vision.

We feel it is important to do goal-setting in a way that helps the group come up with this shared vision and with a sense that they are on the same wave-length with each other. Ask yourself and your staff the following:

1) Who should be involved in goal-setting for an organization?

2) When should goals be set?

3) How can goals be set?

4) Whose needs should be assessed?

5) When should they be assessed?

6) How can they be assessed?

Based on the answers to these questions, decide on a method for setting goals.

In the Appendix, you will find a sample goal-setting design illustrating one method. It will work for any group, at any level of the organization. The only criterion is that there is a reason for the group to have a shared vision. We have used this type of design at the Student Services Directors' level and throughout the organization to the level of Resident Directors in dormitories. We have used a version of this design with great success at the clerical level.

There are many other methods for setting organization goals. You will want to choose the one that best fits your organizational structure and/or the one with which you, as top management, are most comfortable.

Another method would be to write a draft goal statement yourself, spelling out your ideal unit, your vision of the appropriate thrust for the organization. You could then send this to the people who report to you and ask them for additions and/or changes. You could set aside a regular meeting of this group to get this feedback or set up a special meeting. You could then rewrite the statement, incorporating those changes you want to include.

After you have finalized the statement to your own satisfaction, send it to your supervisor and set up an appointment to discuss it with him/her. If any changes come out of that discussion, you will want to communicate these to the people reporting to you.

If you have described the goals so that your division heads can see where their organizations fit into your statement, they will then be ready to write goal statements for their own areas, which they will share with their people and discuss and negotiate with you.

You will now be ready to write specific objectives for your own job for the next year (or quarter, term, or whatever time period you decide to use).

D. Objectives

Definition: A statement of the results you will be working to achieve in the designated time period, and how you will know you've achieved them. Specific, behaviorable, achievable and measurable.

The writing of real objectives is critical to the MBO process. It is not easy to write your own. Most people need a good deal of coaching and support in order to make the objectives reflect the reality of what they're hoping to accomplish.

The method we describe is one that we use to help people write individual-role objectives. It is easily adoptable to writing unit objectives or program objectives, where more than one person is involved in the implementation of a program. The main difference is that in the program objective case you would be asking a group to identify what they specifically want to accomplish with that program in a designated time period, as well as how they would know they've achieved the results.

Some examples of program objectives are in the Appendix.

Returning to individual-role objectives, each person in the organization will follow this process:

A. Write objectives with measurement criteria for a specific period of time.

B. Discuss and negotiate those objectives with their supervisor(s).

C. Rewrite the objectives and resubmit them to their supervisor(s), incorporating changes that may have been agreed on during the negotiation.

D. Develop an action plan of strategies to achieve those results. (These may be written or verbalized, depending on the needs of the supervisor and of the employee.)

E. Re-evaluate the objectives and strategies during the time period as needed.

F. Enter into an evaluation process with the supervisor(s), using the agreed upon measurement criteria.

After evaluation the cycle repeats itself, with the person writing new objectives, etc. This cycle is a continuous on-going process, which should eventually become an accepted part of the process of managing, instead of feeling like another extra paperwork thing. The key to acceptance is in how well the supervisor is able to be open and direct with the employee in telling the employee what's really expected, and how open the supervisor is able to be in giving both positive and negative feedback to the employee.

It is very difficult to write real objectives without another person to help you with the process. If there is a staff person with skills in group process available, she/he can help others write their objectives. Another source of help might be someone on the same or similar hierarchical level who is trusted by the objective-writer. It helps a great deal to have someone asking questions and helping the person develop a clear sense of what they're doing in their job. If there isn't anyone, then the objective writer could try to follow the suggested process alone and hope for the best.

Our real objectives and our behavior are closely interrelated. The example we often use to explain this is: If I tell you that my objective is to lose weight and you see me eating a banana split, it will be clear to you that my stated objective is an ideal one, one that I wish I had. My real objective is to reduce my tension, or be sociable, or something of the sort, but it is clearly not to lose weight. It is important to help people see the difference and hopefully write real objectives.

Before an objective-writing session, we will hold a meeting with a group of people in the same unit to discuss the philosophy of MBO, the payoffs, what we've been doing so far, etc. We answer questions, try to quell doubts, spend several hours working with them to develop their commitment to trying the process. It is a "given" at this point that the staff is going to do MBO, but it is critical, in order to get reality, to educate them and help them see the payoff in doing it.

The final step in that meeting is to get the group to agree on the timing for the objectives (i.e., we will all write objectives and have them negotiated by six weeks from now, and all of our objectives will cover the fall semester).

We recommend writing them for a shorter period than a year for the first try because it is easier to do. On the second try people may find it easier to write the objectives for a year. Some people prefer to write objectives for the school year and then write them again for the summer period.

We remind people constantly that these objectives are not "cast in concrete." Anytime during the time period that the objectives shift, they can (and should) be rewritten and renegotiated.

Expect resistance at the beginning. People will likely feel you are trying to control them, stifle their creativity, etc. There is no real way to comfort people on these issues, except to reiterate that you'd like them to try it and see the payoff themselves. Some people will remain skeptical to the end, but most will experience payoff and become "believers," assuming they have good supervisors who will listen and be relatively honest in their feedback during the negotiation and evaluation processes. Those people who have an authoritarian or unfair supervisor should not be encouraged to be totally open to that supervisor; we don't want any suicide sessions. However, most supervisors can respond fairly and openly if they're coached well on what's expected of them in the negotiation and evaluatin processes.

Based on the assumption that behavior indicates real objectives, we begin an objective-setting session by asking the person to brainstorm, in any order, all of their activities, such as; read mail, attend meetings, plan format for the institute in the fall, etc. We suggest that they be sure to also put on the list those things they need to do for their own professional development. We encourage the person to list everything they do, however insignificant. Then we look together at those activities or functions and break them down into categories, i.e., supervision, budgeting, planning, professional development, etc. We call these categories "Major Areas of Responsibility" (MAR's). Number these.

Get the objective-writer to then go back over the list of activities to assign them to a MAR by putting the appropriate number in front of each activity.

This is a reality test of the MAR categories; if the activities don't fit "clearly," rename the MAR's, add one, or take a look at the real reason the person is doing the activity.

Once the MAR's are settled, get the person to pick one area to begin to write objectives. They will generally automatically pick the one that has the highest priority for them. What we recommend doing in each MAR is writing problem-solving and innovative objectives. The routine ones will generally be covered by the listing of activities. A sample objective-writing dialogue might go:

Helper: What is the most critical thing you want to accomplish?

Objective Writer: To hold an MBO Conference for NASPA

Helper: That sounds like a strategy. In order to what?

Objective Writer: In order to teach them what we have learned in our experience with it.

Helper: Why do you want to do that?

Objective Writer: Oh....because we believe in the mission of Student Services and want to help other Student Service units strengthen their management skills.

Helper: OK--would the objective be to share our MBO experience with others in order to strengthen Student Services in this region?

Objective Writer: Not quite. Maybe it's to raise consciousness about the need for systematic planning in Student Services and to offer our experience as one way to go, but not the only way.

Helper: So the objective is to raise awareness of Student Services people as to the importance of some form of systematic management planning?

Objective Writer: Right!

Obviously, if there is no "helper," the person writing the objectives needs to ask the questions of themselves. The trick is to sort out strategies from objectives - identify why we are doing what we are doing.

MEASURES:

When you have written an objective, the next step is to identify how you would know if you achieved it. The measures we write in our "helper-type" profession are not going to be the kind you can feed into a computer. Try to make them the real success indicators for that objective. We try to avoid using strategies for measures - people have a tendency to list strategies, because most of us have grown up in an activity-oriented world.

Sometimes people need to use a strategy, though - perhaps they are feeling nervous about the particular strategy and need the supervisor's confirmation that it is a good idea. But the kind of person who puts many strategies in as measures should be gently discouraged. That person is asking to be measured by activities (strategies) instead of results and that is not what we are trying to accomplish.

We help people in the writing of measures by asking questions like: "How would you know"? "What would success look like"? "What would have happened if you achieved the objective"? If you stay with these questions, you can better avoid using strategies for measures.

The critical importance of this step is that these success indicators will be negotiated with the supervisor; the supervisor will agree, add, or subtract indicators; and the person will indeed be measured in their job effectiveness by these results. If this stage is done carefully and openly, the payoff from results-management will be there. Many MBO systems seem to put a lot of stress on developing the objectives, but not enough stress on making the measures of success real.

Let's take our objective of raising awareness of Student Services people as to the importance of some form of systematic management planning.

Helper: How would you know if you had succeeded?

Objective Writer: We would hold a conference in the fall.

Helper: That is a strategy for achieving it. What would success look like?

Objective
Writer: Let's see---feedback from people at the conference that they understood MBO concepts enough to know how to apply them.

Helper: OK---we call that an Expected Result (ER). If you were successful in your objective, that is one thing that would have happened.

Objective
Writer: All right, I get it. Another measure might be feedback from participants that they didn't think MBO was the only way. I would not feel successful if they were just brainwashed on MBO!

Helper: Good. What else would you see if it were successful?

Objective
Writer: I imagine we could tell by their behavior at the conference.

Helper: What would you see?

Objective
Writer: Well, people would be more interested as time went on, rather than less. They would be attending all sessions and not coming in late.

Helper: Good---that is another kind of measure.

The point of that kind of work is that the objective-writer and his/her supervisor would have agreed on the outcomes desired. And, as you can imagine in this case, the subjects for the post-conference evaluation questions would be easy to write from looking at the success indicators.

There are several examples of objectives and expected results in the Appendix, to give you an idea of the many directions these can go. Some of these measures are quantitative (how many people, how much money, etc.). Some measures are related to timelines (by the first of the month; before Sept., etc.). Some are qualitative relating to the quality of the results. If the objective is to write better reports, a measure should define what you mean by "better" - feedback from the boss that she/he understands the reports, feedback from students that the material was factual, etc. Obviously, it is not a good plan to have many subjective measures, but they certainly are real measures to the person. There should be three or four measures for each objective (assuming that it is not too simplistic an objective) and they should be of different kinds.

It is critical when you are doing objectives and measures to be sure they are realistic in terms of accomplishment. You need to keep asking the question, "Can I do it alone"? "Do I have control over these results"? "Can I do it in this time period"? The measures should reflect the extent to which that person can achieve the results in that period of time.

For instance, take the case of the Food Service Manager in a large dorm who wrote an objective like:

> "To respond to all of the needs of students for a variety of food."

When she tried to decide on measures (ER's) for this objective, she realized there was no way she could respond to individual students' needs. She could, however, respond to trends of eating on the part of those students. So the objective became:

> "To respond to the dietary needs of the growing number of vegetarians in the dorm."

The measures were:

> ER: There was a vegetarian main dish at every meal.
>
> ER: Any planning for future changes was done based on student feedback as well as our own expertise.

Don't expect perfection the first time. Just do the best you can and it will be easier and more realistic the next time. It is very hard to do objectives and measures by yourself - even the second or third time. Get someone you trust to help you - otherwise the objectives are likely to be very sterile.

One final word on objectives. When you write them for the professional development MAR, strategies seem to be the best indicators. Expected results are difficult to write in professional development. So one might be:

Objective A: To increase my knowledge about what other schools are doing in my field.

Strategy: Attend CUMREC '75 in Atlanta.

Strategy: Attend seminars here at the University that would keep me aware of changes, improvements, etc.

INTEGRATING OBJECTIVES FOR A STAFF

After the individuals in a unit have all written and negotiated objectives, we recommend getting them together to share those objectives.

If you can, arrange a half-day session, at least. One of the effective ways we have developed to share objectives follows:

Ask each person, including the supervisor/director, to take a half-hour alone at the beginning of the session to write:

1) Successes of the last year in this job.
2) Frustrations of the last year, and
3) Primary objectives for next year.

Get them to write it on newsprint - they may need two or three sheets. When they are all finished, ask them, one at a time, to hang their newsprint and verbally share it with the group. (Ask the supervisor/director to go last. It seems to work better that way).

Encourage people to ask each other questions, offer help, etc. At the end of the session, have enough copies of each person's previously negotiated MAR's and objectives to distribute to everyone. After they have heard each other speaking about successes and frustrations, they will be considerably more interested in reading each others' objectives.

This is just one of many ways to do this kind of sharing. The main point is to make sure the sharing is done at all levels of management and between levels.

E. NEGOTIATION

Negotiation is a critical point in the MBO process, and we all tend to think we know how to negotiate without any specific training. It is not that easy.

There are several obvious process pitfalls in the negotiation:

1) Not adequately thinking through the results expected, (either the supervisor or the subordinate);
2) An inability to trust the other person enough to be reasonably open;
3) Supervisor and subordinate knowing each other so well that they don't spend enough time negotiating, and thus don't check out assumptions;
4) Nitpicking about words used instead of looking at concepts underlying the words.

With these pitfalls in mind, here are some guidelines to follow in going into a session:

Supervisor:

1) Make sure you have read the objectives thoroughly and thoughtfully before you go in.

2) Make a rough list of the ways you know you will be evaluating that person and then make sure these get into the results (ER's).

3) Set aside enough time when you can be uninterrupted. We suggest one and one-half to two hours. Don't let phone calls or visitors interrupt. Interruptions are a message to the employee that she/he is not very important.

4) Be willing to accept the employee's objectives statement at something less than perfection. Make sure the objectives and results are what you want, but don't get too perfectionistic about the way they are stated.

5) Remember: you will be setting the tone for the process. If you demonstrate your commitment to the process and to the person, the person will give it great weight also.

6) Don't avoid discussing areas you have had trouble with in terms of that person's performance, but try to own up to where you know you have contributed to the problems.

7) Ask, at the end, "What do you need from me to achieve these results"? and be prepared to respond honestly as to whether you can or cannot meet those needs.

Employee:

1) Review your objectives before you go in to make sure they are still real for you - especially if there has been a time lag since you wrote them.

2) Be prepared to bring up areas where you need help from the supervisor if you are to be able to accomplish your objectives.

3) If your objectives are real, you have already done what you can - try to remain open and non-defensive during the negotiation.

A sample negotiation dialogue might go like this:

Supervisor: Well, Jane, I've read your objectives and I'm really pleased with the way they came out. There are a couple of changes I'll be suggesting, but they are relatively minor. Over-all I think it's just what I was hoping for.

Employee: That's a relief. I was pretty nervous about it since it's my first time.

Supervisor: I understand. I was nervous when I did mine, too. But it was worth it for me. I hope it will be for you, too. I like the categories you chose for MAR's, except that you didn't add one for your own professional development. I'd like you to do that.

Employee: OK---I can write that up and get it back to you. Mainly I just want to take a seminar of some kind that would help me develop my knowledge about how to assess student needs more effectively.

Supervisor: Let's look over the things offered at the Computer Center. I heard they have a good practical course they're offering to help with that. I'll check into it and get back to you.

Employee: Great!

Supervisor: And that leads us into your first objective under the operations MAR, doesn't it? You say your objective is to develop mechanisms for getting feedback from students on our services - that sounds more like a strategy to me. What's the objective you want to achieve with that strategy?

Employee: I want to be able to plan menus based on changing student needs.

Supervisor: Right--I think that's great. We need to do more of this in all our units. The students are our "market," right? Any healthy service attempts to assess its' consumer market on a regular basis. I'm glad you're working on this. Now that we have an objective instead of a strategy, how would you know you'd achieved it?

Employee: One ER would be that we were getting timely and specific information on a regular basis. Another ER would be that we used it. And I suppose another would be that the feedback through the year showed that satisfaction was increasing rather than decreasing.

Supervisor: Those are good. I could certainly buy in on those. If there's any way I can help you, I'd be pleased to have you ask. I have some skills in designing survey instruments and I have a big investment in what you're trying to achieve.

Each negotiation will be different, of course. In order to come to a real agreement on objectives, it is important to watch the interaction in terms of:

1) Does the employee feel valued? Does she/he feel isolated or not listened to? What can I do to help with this?

2) Is this person feeling powerless? (This will usually show up in a lot of negative measures such as "fewer complaints," "fewer breakdowns," etc.) Is there anything I can do or say that will help? Or, is this person trying to overpower me? If so, I need to find a way to remind him/her who is in charge.

3) Have I clearly let this person know what I want them to do? Have they clearly stated what they want to do, or have they just tried to please me? Make sure these two areas are thoroughly explored - especially in terms of the results you are both looking for.

F. EVALUATION

The Management by Objectives process can be used as a total management system, or as just a technique. Many MBO failures come because the efforts are put only into teaching people how to write and negotiate objectives and measures.

We believe the primary focus should be on managing for organizational results. Objectives are important - and it is indeed important to have them written for real - but they are the means for implementing the system, not the end.

If I am supervising you, I want to know your objectives in order to be able to make sure we agree on what you are going to be trying to achieve. I will evaluate you on the results you achieve - results that you and I agreed were important to achieve. I will not evaluate you on your strategies and activities--unless, of course, they blow up and get me in trouble!

None of us is a perfect "results manager," after all, and when I am feeling anxious and beleaguered I am likely to measure you on activities for a period of time. Hopefully, it won't last long. (We have noticed that the week the Regents or Board of Trustees is meeting, a Vice President who is normally a results manager is likely to worry about activities).

If I am a "results manager" and I ask you at various points during the year how you are doing, I don't want you to answer me in terms of your strategies. I want to hear what progress you are making on your goals and objectives.

And so we move into the evaluation part of the cycle. We seem to find it difficult in our culture to give people honest, helpful feedback on how they are doing. One of the payoffs from the MBO process is that evaluation is <u>structured</u> (based on agreed-upon results) and built into the system as one of the steps to implement.

Performance appraisals are usually done once a year. If you have a healthy, functioning MBO process, there should be no surprises for either employee or employer at appraisal time. Feedback should be on-going during the year and should be both verbal and written at regular intervals.

There are some guidelines for giving effective feedback th. can help. The guidelines are important for both positive and negative feedback.

1) Feedback should be <u>timely</u>. It should be given as soon as possible, not stored up and dumped all at one time.

2) It should be <u>specific</u> and speak to the particular result or behavior - it is not helpful if you tell me that I really turn you off, since I won't know what I am doing to turn you off. If you say that my high level of energy is hard for you to deal with at times, then I have a choice as to whether or not I want to change that behavior.

People should be getting verbal feedback all during the year, so they can have an opportunity to change their behavior if needed, instead of getting it all at once at the end.

There should also be quarterly or half-year "update and review" sessions with each employee to check out (more formally than in the on-going feedback) how that person is doing on their objectives, whether the objectives have changed, what that employee needs from you, etc.

An effective way to do both the performance appraisal and the "up-date and review" sessions is to have the employee write a paragraph or two ahead of time as to how they see their progress on the objectives. Here is an example, taken from a real life situation.

It was written by a person whose primary job was to start a computer system within a Student Services division, coordinating his work with the central University Data Systems Center, and to monitor the workings of that system once it was going. He had been feeling very powerless the previous year because the system had not worked, for reasons totally out of his control. He was unenthusiastic about writing measurable objectives because he didn't want to be measured by things he couldn't control. He got a great deal of pay-off from writing and negotiating real objectives and wrote his own view of how he had done, before he went in to his supervisor for his formal evaluation. An example of what he wrote follows:

MAR I: Coordination

Objective A: To do whatever I can within my control to assist Data Systems in meeting our critical short-run objectives.

ER: Most of the critical items are accomplished on schedule.

ANALYSIS TO DATE:

I am not aware of any of our critical objectives that were not satisfied in time.

ER: I did not get feedback from Data Systems that I failed to do something I should have done.

ANALYSIS TO DATE:

I did not!

Objective B: To develop a clear understanding of what my role is in relationship to systems costs.

ER: Supervisor and I will agree on what my responsibilities are.

ANALYSIS TO DATE:

I felt a lot clearer after our discussion. I was better able to decide on which expenses I needed to keep you apprised of. I'll need to hear from you if you are satisfied.

ER: I felt more comfortable in my decisions that involve money.

ANALYSIS TO DATE:

I feel I did an effective job of monitoring and contracting development costs. At one time we estimated a 60% excess over last year's budget. We only exceeded it by 35%. Not bad, eh?

This style of reporting gives the supervisor some specific guidelines to speak to in the evaluation, and helps to get the busy supervisor to be sure to evaluate regularly. The employee can give it to the supervisor and then meet to verbally review.

The important thing is to make sure that evaluations are done as often as feasible. A lot of the payoff for the employee in being part of the MBO system will take place from these regular reviews.

G. CONCLUSION

We have followed the steps of an MBO process, from goal-setting through to evaluation.

It should be clear that this process is not a "one-time only" one. It is a continually moving process. The first few times someone does the whole cycle, they will likely be thinking of it as a burden, additional work. If the process is handled effectively, people will begin to see it as part of their managing style, rather than an additional thing to do.

What we have been trying to describe is a vision as to how to manage effectively in an organization. It is certainly not the only way to go nor is it anywhere near the whole story. Some case studies are in the next section that we hope will also reinforce the fact that there are many different ways to manage by objectives.

Good luck!

Kathie Dannemiller
Ed Linta

November, 1975

SAMPLE GOAL-SETTING SESSION FOR A WORKING GROUP

PURPOSE OF MEETING:

To begin to build the group into an effective team, clear about their roles and clear about their common purpose.

HOW LONG SHOULD THE MEETING BE?

At least six (6) hours of working time, preferably overnight if at all possible.

WHO SHOULD ATTEND:

All members of the working group, plus the supervisor of the group, or the chairperson, moderator, etc., as appropriate.

WHO SHOULD ADMINISTER THE DESIGN FOR THE DAY?

Someone who is not part of that working group. If possible, bring in a consultant with skills in group dynamics. If that is simply not practicable, it could be done by a trusted staff person with group skills.

* * * * * * * *

BACKGROUND:

The sample design for the day is based on a model for team development that identifies three basic concerns to be dealt with in order to build an effective working team. These three concerns are membership, control and goal formation. Every group (new or old) has these concerns in some form or other. Effective communication is necessary in order to write real shared goals. Clearly, if the goals are not shared, commitment to those goals is very low.

Let's look at the three concerns of a group:

MEMBERSHIP: The questions we all ask in some form or other in a group are: Am I accepted by this group? Do I want to be part of this group? What do I have to do to be accepted? How much can I tell people about my feelings, past life, values, etc., and still be accepted?

CONTROL: As we begin to work through the membership issues, the next concerns that will begin to show up are concerns about control. At various points in a group all of us ask, in one form or another, questions like: Who's in charge here? How much can I influence this group? Am I influencing it too much? Should I keep quiet or talk? Does anyone care about my area of work? Do I matter?

GOAL FORMATION: If the group has dealt, to some degree, with the membership and control issues, they will now find themselves thinking in terms of the task of the group. We find ourselves asking questions like: What are we here to do? Will my goals for this group be recognized, accepted? Will we accomplish anything? Will I like it, buy into it?

In the beginning, some people will be asking goal-oriented questions prematurely. It's important not to assume you are at the goal-setting stage before enough information has been generated relating to membership and control. The key to the fact that goal-setting is premature is usually that it feels like modified (maybe polite) warfare. The group will be unable to come up with good decisions on goals at that point - by "good" we mean decisions in which everyone has participated and to which they will be committed.

SPECIFIC DESIGN

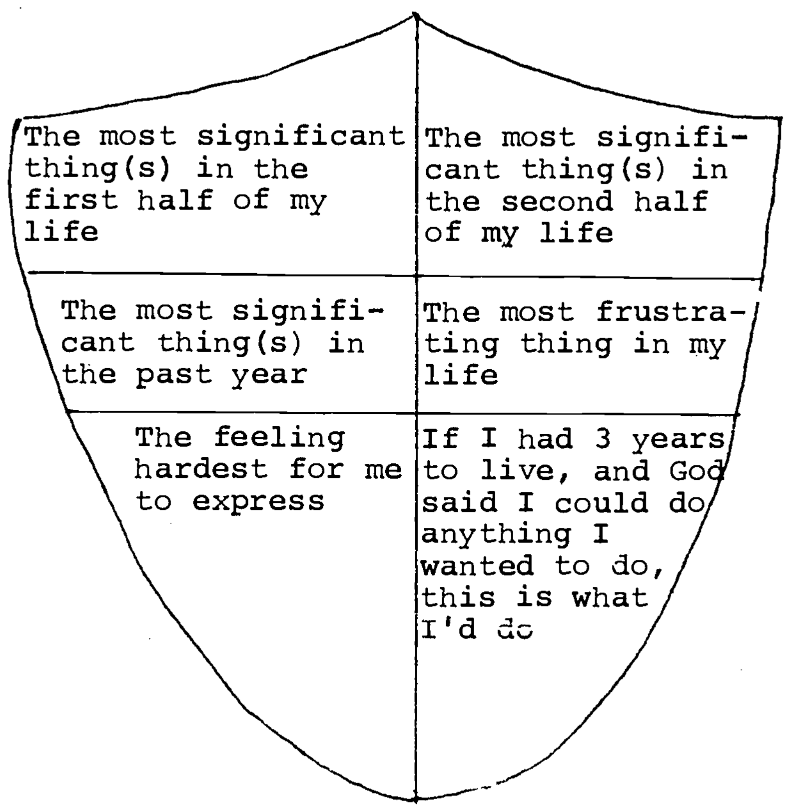
1. Introduction

The person administering the design (leader) should be introduced by the convenor of the meeting and should speak to the purpose of the day and the schedule for the day (breaks, lunch, ending time, etc.) in order to reduce the "mystery" about what's going to happen.

II. Crest (Membership concerns)

A. The leader will introduce the "crest" exercise by saying that a team develops best when the members of that team know something about each other as people - and that the crest is a way of sharing that kind of information quickly and meaningfully.

The leader will ask people to use symbols and pictures for the crest instead of words. Each person will have an opportunity to explain the symbols, so they don't need to be self-explanatory. Then the leader will draw a sample crest on newsprint and ask group members to each take a piece of newsprint and marker or crayons and take about 20 minutes to draw their own individual crest, as follows:



_______________ _______________ _______________
3 words (adjectives) I would most like to be remembered by.

B. When everyone has finished, ask each one to pick another person they would like to get to know better and spend ten minutes with that person explaining their crests to each other. Tell them before they begin that they will each be asked to introduce their partner to the others in terms of the crest. Obviously, the reason you inform them is so they will be sure to listen carefully. (If you have an uneven number of people at this stage, there will have to be one group of three.)

C. After ten minutes, have these two people pick three other couples and form a group of eight. Each person will then introduce their partner to the whole group of eight. It will take about 30-35 minutes for this step. It is an important element of this design to have another person introduce, instead of each person doing their own introduction.

D. When the groups have finished, ask the people to hang their crests around the room and let them circulate and look at each other's crests for a few minutes.

NOTE: Assuming that the leader is not going to be a member of this team, she/he should not do the crest, but should just circulate and be available if there are any questions about the assignment.

ROLE IDENTIFICATION (Control concerns)

A. The "Crest" exercise will have dealt effectively and rapidly with membership concerns. Role identification will begin to identify control issues, such as "Who's in charge here?", etc.

Ask each person in the group to pair up with another person who is familiar with their job and could help them identify answers to the following questions. Each person is asked to answer these questions relating to their job (putting the answers on newsprint with a magic marker):

1) Specifically, what are you responsible for?
2) To whom are you responsible?
3) How do you know if you're doing a good job?
4) What kinds of power do you have - formal or informal?

B. Then ask the supervisor (chairperson, director, whatever) to introduce their newsprint first by hanging it up and speaking to what they have written. The rest of the group should be encouraged to ask questions, suggest additions, etc.

Then each of the others in the group will stand up and speak about their own answers, with questions and comments encouraged from the rest of the group. The leader should be keeping the group on track, but not too tightly.

When they have finished, the leader will ask them what they learned and let them discuss what happened. Give them enough time to get out concerns that are important.

If you have diagnosed that this group has quite a few control problems with the administrative style of the top person, it is sometimes helpful to follow up this exercise with a modified Rensis Likert "Systems 4" exercise.

Give each person a copy of the document on how decisions get made, etc., and ask them to mark with an "X" where they see the particular unit at this time. Then ask them to go back over the same questions and mark each one with a "O" as to how they would like it to be. Connect the "X's" to each other in a vertical line and then connect the "O"'s. A sample one follows:

		Exploitive Authoritative	Benevolent Authoritative	Consultative	Participative Group
LEADERSHIP	How much confidence is shown in subordinates?	None	Condescending	Substantial	Complete
	How free do they feel to talk to superiors about job?	Not at all	Not very	Rather free	Fully free
	Are subordinates' ideas sought and used, if worthy?	Seldom	Sometimes	Usually	Always
MOTIVATION	Is predominent use made of 1 fear, 2 threats, 3 punishment, 4 rewards, 5 involvement?	1, 2, 3, occasionally 4	4, some 3	4, some 3 and 5	5, 4, based on group set goals
	Where is responsibility felt for achieving organization's goals?	Mostly at top	Top and middle	Fairly general	At all levels
COMMUNICATION	How much communication is aimed at achieving organization's objectives?	Very little	Little	Quite a bit	A great deal
	What is the direction of information flow?	Downward	Mostly downward	Down and up	Down, up and sideways
	How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With an open mind
	How accurate is upward communication?	Often wrong	Censored for the boss	Limited accuracy	Accurate
	How well do superiors know problems faced by subordinates?	Know little	Some knowledge	Quite well	Very well
DECISIONS	At what level are decisions formally made?	Mostly at top	Policy at top, some delegation	Broad policy at top, more delegation	Throughout but well integrated
	What is the origin of technical and profession knowledge used in decision making?	Top management	Upper and middle	To a certain extent, throughout	To a great extent, throughout
	Are subordinates involved in decisions related to their work?	Not at all	Occasionally consulted	Generally consulted	Fully involved
	What does decision-making process contribute to motivation?	Nothing, often weakens it	Relatively little	Some contribution	Substantial contribution
GOALS	How are organizational goals established?	Orders issued	Orders, some comment invited	After discussion, by orders	By group action (except in crisis)
	How much convert resistance to goals is present?	Strong resistance	Moderate resistance	Some resistance at times	Little or none
	How concentrated are review and control functions?	Highly at top	Relatively highly at top	Moderate delegation to lower levels	Quite widely shared
ROL	Is there an informal organization resisting the formal one?	Yes	Usually	Sometimes	No--same goals as formal

Have them put their names at the top and hang them up. Then give them five minutes to circulate around and read everyone's. After they've had time, have them get into the total group and talk about what they've seen. The leader will again need to keep loose control of the discussion, but a lot of good, shared understanding will come out of this if the control is not too tight. If there is a lot of discrepancy between the supervisor's "road map" and the other peoples' maps, there will need to be a good deal of negotiating about how to bring those together - even though it is, of course, clear that supervisors have the right (power) to administer the unit in their own style. The other people may have to do some work on how to live with that supervisory style.

GOAL FORMATION (What are we here to do?)

Hopefully, the group will now be ready to talk about over-all goals for the unit in a more cohesive way. We have found it helpful to begin with a brainstorm of ideal goals.

The leader should begin by reviewing the reasons for doing a brainstorm: opening up ideas; giving everyone an equal chance for input; getting our "creative juices" going, etc. The leader should also review some rules for brainstorming:

1) Don't judge other people's ideas ("It won't work" - "We tried that" - etc.)

2) Try not to prejudge your own ideas - put out anything that comes into your head, even if you think it's irrelevant or ridiculous.

3) Don't worry about whether it has already been said - that's another form of editing. Writers will write it on the list again.

4) People writing the lists should not edit--write ideas just the way they're said.

5) If your idea doesn't get heard and written, repeat it until it gets written.

We usually begin brainstorming with a group by doing a practice brainstorm with an object. An umbrella is particularly good, though anything will do. The leader holds up the object and asks the group to brainstorm everything they can think of to do with the object. Don't bother writing these ideas, but affirm each idea by repeating it. People get quite creative as it develops. We usually let it go for 4-5 minutes, asking at intervals, "Any more"? "Is that all"?, until they really run down. They will get more creative as they go along.

Then the leader can ask for two or three volunteers to write ideas on newsprint. The number of writers depends on the size of the group; two will be adequate for twelve-fifteen people. One person is never enough. It helps to have several stacks of newsprint already hanging on the wall.

The leader will encourage responses and make sure everybody gets their ideas written up on the newsprint. Ask the group to brainstorm what their ideal unit would be - ideal Student Services Division, ideal Building Directors Group, or whatever this particular group is.

Make sure the supervisor is throwing in ideas, or the group is likely to begin to freeze up, wondering what that person is thinking, but also make sure he/she doesn't dominate inappropriately. There is a thin but important line between too much input and too little.

Again, as in the practice, the group will need to be egged along by comments like: "Is that it"? "Anything else"?

The next step is to break the brainstorm down into categories. Some obvious ones will appear, hopefully at least to the leader or to the supervisor, who can suggest some possibilities. The group will then discuss these categories and decide on categories for goals.

There are a number of ways to proceed from this point. The total group can discuss and write goals for each category, or, if the group is large enough, they can break into smaller groups, with each group writing goals for the whole area or for a specific category.

Another possibility is to have the supervisor take the brainstorms, write a draft goal statement, taking the brainstormed goals into account, and write a first draft of a statement. The supervisor then would bring it back at the next meeting for the group to react to - add, delete, argue, whatever. Then the supervisor can rewrite it and bring it back again.

If the group setting the goals is the Vice President or Dean and his/her directors or division heads, this last style is probably most appropriate. If the group is a committee, or people who are all on similar organizational levels, the decisions probably need to be made by the group.

A sample of a goal statement for Student Services at the University of Michigan is in the Appendix. It was begun at a goal-setting day between the Vice President, his Assistant Vice President, and the Assistant to the Vice President (one of the authors of this handbook, who is the staff person charged with developing and implementing the MBO system there).

The Vice President's staff and the Directors of each OSS division held an overnight MBO retreat with outside consultants hired to plan and execute the two days. Their design generally followed the sample goal-setting design above.

After the retreat, a draft goal was written by the Vice-President and his assistants. The draft was presented to the Directors for their input at a later meeting. The Vice President rewrote the statement to include the ideas of the Directors. The first year (when this goal statement was written) the statement was revised three times before it was finalized.

Following the final rewrite, the Vice President negotiated these over-all goals with the President, with positive results.

The second year the goal statement was revised again in the same fashion, this time following a one-day retreat led by outside consultants and was negotiated with the President. This process will continue each year. Emphasis has been placed on the fact that no goals should stand unquestioned for more than a year.

THE EFFECT OF MANAGEMENT STYLES ON MBO IMPLEMENTATION

Douglas McGregor in his book, The Human Side of Enterprise, developed a theory about how people manage that is a useful window to look through when you're thinking about management styles.

He said that we manage people based on our personal assumptions about the nature of people and how we think they can be motivated. He divided managers into two styles, which he called "Theory X" and "Theory Y."

A "Theory X" manager operates on these assumptions:

1) People are naturally lazy; they prefer to do nothing.

2) People work mostly for money and status rewards.

3) The main force keeping people productive in their work is fear of being demoted or fired.

4) People expect and depend on direction from above; they do not want to think for themselves.

5) People need to be told, shown and trained in proper methods of work.

6) People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.

7) People need specific instruction on what to do and how to do it; larger policy issues are none of their business.

8) People are formed by heredity, childhood and youth; as adults they remain static; old dogs don't learn new tricks.

9) People need to be "inspired" (pep talk) or pushed or driven.

A "Theory Y" manager operates on these assumptions:

1) People are naturally active; they set goals and enjoy striving.

2) People seek many satisfactions in work: pride in achievement; enjoyment of process; sense of contribution; pleasure in association; stimulation of new challenges, etc.

3) The main force keeping people productive in their work is desire to achieve their personal and social goals.

4) People close to the situation see and feel what is needed and are capable of self-direction.

5) People who understand and care about what they are doing can devise and improve their own methods of doing work.

6) People need a sense that they are respected as capable of assuming responsibility and self-correction.

7) People need ever-increasing understanding; they need to grasp the meaning of the activities in which they are engaged; they have cognitive hunger as extensive as the universe.

8) People constantly grow; it is never too late to learn; they enjoy learning and increasing their understanding and capabilities.

9) People need to be released and encouraged and assisted.

In principle, it is easier to implement MBO if you are a "Y" manager. But the problem that has developed over the last 15 years since McGregor put forth his theory is that it has become socially acceptable to be a "Y." More and more managers in business and education have begun to talk a good participation management line. It was almost suicidal for an administrator in a university to talk like an autocratic manager in the 60's.

The problem with this change is that managers have changed their language and surface behavior without changing their assumptions about people. So we end up with a new "breed of cat" - an "X" in "Y" clothing. This style of management can destroy an MBO process very quickly. This manager adds a new assumption to the "X" list: "People can be easily fooled by behavior that appears participative."

What actually results from this style of management is that employees pick up a double message, such as:

<u>Stated Message</u>:	"You are responsible for running that committee."
<u>Real Message</u>:	The manager appears at all the meetings and undermines what you're trying to accomplish.
	or
<u>Stated Message</u>:	"If I disagree with any decisions you students come up with, I will resign. Your decisions are final."
<u>Real Message</u>:	The manager keeps the committee working until they come up with the "right decision" - thus never has to resign.

It is very difficult to negotiate your own objectives with an "X" in "Y" clothing supervisor because of this double message. You can't trust that supervisor to manage you by the results you negotiated.

The best management style for implementing MBO is a manager who operates on "Y" assumptions about people and who is also clear about the fact that he/she is responsible for decisions in that unit. That manager will make decisions when they have to be made, based on real input from others where that input is appropriate. Negotiations will come to be trusted by employees.

EXTERNAL CONSULTANTS

Naturally enough, the first question regarding the hiring of a consultant is "Why have one? They cost money and with a little effort we could do the job ourselves."

There are some very useful aspects to having an external consultant:

1) The external brings some objectivity into your viewpoint of the system. She/he will ask questions from a new viewpoint, and the answers may bring out new ideas that need clarification;

2) Different data will be generated than you could identify alone. As a part of a system it is difficult to see your own part in the problems; the consultant will help with this.

3) The system overview can be lost if you're working alone - the forest and trees syndrome - and the consultant will provide some help with looking at the whole system.

4) In any process you will experience some despair in making changes; it is a monumental task to maintain stability while changing norms, roles and structure. The consultant can provide encouragement, perspective and support.

5) Educational functions are another aspect. The teaching part of the process can often be handled by the consultant.

The hardest part of getting a good consultant is that of defining what you specifically need from that person. What results do you want? How will you evaluate the consultant's work?

First, you can develop some criteria for what kind of consultant you want and need. Your needs will vary, so you will be looking for different skills at different times.

Early implementation needs are educational in nature - "What is MBO"? "How would it help us (me)"? In the next stages of implementation a consultant can help with writing objectives, team-building, goal-setting, negotiating, problem solving and evaluating.

As the system becomes a part of the management process, consultants can help monitor and diagnose progress and critical situations, assist in needs assessment and professional development, help in bringing new people into the system, and continue providing perspective, support and ideas for "next steps." If you have trouble getting a clear picture of your needs at any given time in the process, use the consultant to help you.

This brings us to the negotiation of the contract with the consultant. You will need to discuss and agree on the objectives of the consultation and what success will look like. One issue that must be considered is one of trust: DO NOT attempt to work in key areas or on key issues with a consultant you can't trust in terms of confidentiality, competence, or support for your goals. You don't need any experimentation, upstaging or indiscretion.

A clear contract is important. The contracting process should spell out clearly the character of the relationship, what the client is expecting of the consultant (and vice versa), indicators of success, and of course the price.

John F. Trenkle
Organizational Consultant

November, 1975

A CASE STUDY

OPPORTUNITY COLLEGE

Opportunity College is a medium-sized, public, coeducational residential college located 120 miles north of the state capitol. It is located in a quiet rural resort town of approximately 9,000. It is recognized nationally as one of the distinctive forerunner schools emphasizing occupational, technical, professional, and other career-oriented education. Many of the 420 faculty, serving an enrollment of 9,400, were attracted to Opportunity College because it offered a chance to teach at a college of this size, located in a harmonious setting. There is no graduate school or emphasis on research; teaching is stressed.

The Student Affairs Division at Opportunity College has a large complex division consisting of fourteen departments or areas, each headed by a dean or director. The areas are: housing, financial aid, placement, health services, intercollegiate athletics, intermurals and recreation, campus police, food service, student activities, counseling, student center, forensics, drama, music and band, and student life services (interfraternity council, panhellenic, foreign students, rehabilitation students), and student developmental services (tutoring, study skills), and the reading and speech clinic.

The Vice President for Student Affairs at Opportunity College first learned about Management by Objectives (MBO) during a conference at Harper College in Chicago, Illinois, several years ago where he observed the President of Harper implement that college's MBO system. He became convinced that four-year colleges could gain much from utilization of this management system as a means for attaining performance accountability.

The Student Affairs Division at Opportunity College received no financial assistance to develop a Management by Objectives system. It had not hired additional staff to coordinate the MBO program. It utilized no paid consultants. The beginning of the MBO program was modest. The Vice President and his assistant studied publications on the MBO process and attended an MBO workshop at Harper College in Chicago. After further investigation of the literature, the chief personnel officer began to feel confident that the process would work in his division, and made a decision to implement the MBO system. He emphasized the team-building aspect of the program by stating that"Everyone is going to manage by objectives in Student Affairs."

The following step-by-step process covers the major tasks in implementing the MBO program at Opportunity College:

I. Orientation

Several staff meetings were held discussing the pros and cons of the MBO system. Through the use of literature, information was provided concerning the advantages and disadvantages of MBO, as well as some of the problems, dangers, and benefits of the program. An MBO workbook covering the various aspects of the system was distributed to each department head. Also, group and individual meetings were held weekly. Through all of the above, an orientation program was provided for the Student Affairs Division. Care was taken to educate them to realize that the process takes a great deal of time, not only during the initial stage of development, but over a three to five year period before an acceptable program of MBO is established.

During these orientation meetings a few staff members felt a certain amount of confusion, fear, and hostility that can kill an MBO program in the first year. Extra time and additional individual help was given to these two or three to bring them into the fold. The orientation program did not convince everyone but it helped set the stage for implementation.

II. Training

A plan for MBO was rapidly developed. A basic text, Management by Objectives and Results, by Morrisey, and an MBO workbook (assembled by the Office of the Vice-President for Student Affairs) were distributed to each department head within the division. The book by Morrisey and the MBO workbook covered: How to write objectives; definition of MBO terms; advantages of MBO; MBO cautions; implementing MBO; and other basics of the system. The Vice President assigned readings, duplicated various articles pertaining to MBO for staff members, and assigned Lahti's Innovative College Management as required reading. A complete bibliography, covering the entire area of MBO, was assembled and distributed to members of the Student Affairs staff.

Most of the training was done on an individual basis the first year. Members of the staff had to do much of the work on their own. Lack of personnel, time, and money hindered desirable training.

The staff was educated to write objectives; most were used to writing broad objectives, job discriptions, and quarterly and annual reports. The Student Affairs area had been using a system of management called "Standard Operational Procedures" (SOP) for many years, so the staff had good expertise in report writing. The experience made it easier to implement MBO without additional personnel or money for consultants and seminars for staff training. To be successful in implementing MBO in this manner you must have strong people, and this was the case with this staff.

III. Reviewing of Job Descriptions

Each department head was interviewed individually, reviewing and updating his/her job description. The job description was mutually agreed upon by the department head and the Vice President. From these basic duties evolved his/her routine objectives. The job description is perhaps the most important building block and reference point for measurement of individual accomplishment in MBO. Some department heads were fearful of committing themselves in writing about the objectives to which they would be held accountable.

IV. Implementation of MBO

a) The purpose, mission, and goals of Opportunity College were distributed and discussed by the Vice President and department heads.

b) The purpose and role and general objectives of the Student Affairs Division were discussed and agreed upon by the staff, keeping in mind the general goals of the college.

c) Each department head submitted his purpose, and stated how it integrated into the college and division mission, role and purpose.

d) Each subordinate established and developed major performance objectives in four categories for the coming year. Objectives were of four broad types: routine, problem solving, innovation, and professional growth.

e) The department heads reviewed the objectives in detail with the Vice President until agreement was reached on the year's objectives. The Vice President wrote or helped write objectives for some department heads.

f) A conference was held quarterly to review progress on the objectives of each department. If additions or deletions were necessary due to changing circumstances, they were made as needed. If no changes were made the person was held fully responsible for the objectives at the end of the school year.

g) A final interview was held reviewing and evaluating performances for the year. Those who met or exceeded their objectives were recommended for merit pay and given excellent performance evaluations, using evaluations forms. Individuals who did not meet their objectives were identified and helped to overcome their weaknesses.

The same process was repeated after the first year between department heads and their subordinates, thus involving all student affairs personnel in the MBO process.

Conclusion

After the first year most staff members began to see that the MBO system enabled all levels of the Student Affairs division to submit their views on organization, operation, translation of objectives into viable program action within the division. Most of the staff members support and believe in the system.

MBO provided the Student Affairs staff with administrative means for accountability and involvement of everyone within the division in dialogue and decision-making. MBO provided a systematic procedure for involving the staff in problem-solving efforts, and provided a democratic and participatory management system.

HISTORY OF THE MBO PROCESS AS IT DEVELOPED AT UNNAMED UNIVERSITY

A CASE STUDY

Since its inception, Unnamed University has sought to provide an academic climate founded on traditional academic values while simultaneously attempting to meet the changing intellectual and cultural needs of the immediate geographical area served by the institution. The university began in 1959 as an undergraduate liberal arts institution committed to excellence and innovation and has with purpose, intent and well-founded direction moved toward its current status as a reasonably complex university serving a student body of just over 10,000.

The role of the Student Affairs Division at Unnamed University is to provide a variety of academic and non-academic support services for students to facilitate their formal educational progress and to assist them daily with their routine needs. Providing these services in an uncomplicated manner (i.e., with the least amount of hassle for the student) will greatly influence the attitude with which students view the entire university. An equally important task is to assist students in becoming mature persons capable of effectively participating in future community and social life. To this end, the educational role performed by Student Affairs is a necessary partner of the university's cognitive educational function.

The Student Affair's staff at Unnamed University accepts the role of remaining alert to the ever-changing make-up of the student population and its differing needs. The ability to relate to those needs and to develop worthwhile programs to assist students in recognizing the complex world of people, ideas and attitudes in which they will live, may, in the final analysis, be the most important of all services to students.

Although officially in 1971 Unnamed University Division of Student Affairs adopted a new approach to the management of the Division, an interest in moving on this matter had been expressed as early as 1968. This new approach, called Management by Objectives (MBO), was beginning to surface at several educational institutions around the country in the late 1960's and was seen as a viable option or tool to implement an administrative reorganization at the university necessitated by the reassignment of divisional functions.

At Unnamed University the conditions that existed at the time the Student Affairs MBO decision was made included a need to define its mission, determine its role in the education of students, and to make functional decisions to implement its role. The need for redefining the Student Affairs' mission surfaced dramatically at the university as a result of a faculty strike just prior to the opening of the fall term 1971. In the midst of some administrative reorganization and the reassignment of divisional functions, the Student Affairs staff was suddenly thrown into a crisis management role faced with thousands of students with no faculty on site to conduct classes. Against this backdrop, the development of the MBO process at Unnamed University was both laborious and painful, as well as very time-consuming. With involvement of the total staff, the first divisional document was completed one year after we had begun the process, and after what seemed to have been an endless and numberless series of meetings.

To begin the MBO process, the senior staff of the Division met in a series of all-day meetings defining and redefining its functional role and determining what a Student Affairs Division ought to be. During this process, we discovered that our own perceptions about Student Affairs were quite different. This resulted in negotiated definitions and a clear statement of missions and roles. Each senior staff member was simultaneously working with staff persons assigned to their area of responsibility, going through the same process of defining and redefining missions and roles. Professionals at every level in the Division were involved in the process at the same time, all with a clear understanding of the expected product--an MBO document for the Division. The Vice President for Student Affairs was keeping the President and his executive staff apprised of developments as the process was unfolding in the Division. This was an essential communications link and provided needed support for the process at the highest level. It was also essential so that clarifications could be made in desired directions as the document was being developed on all levels.

This process resulted in a unique appreciation for the scope and breadth of Student Affairs at all levels. It created unusual esprit de corp between departments and individuals who had normally been competitive and uncooperative in carrying out assigned functions. The total staff understood its role in the university and was then able to carry out its goals and objectives, both aggressively and humanistically. MBO brought about efficiency in the use of human and economic resources and provided the Student Affairs staff an unusual opportunity to be creative and to assume proprietorship for the Division and not just their own department. The crowning result was the adoption of this management process by the entire university.

A CASE STUDY

LARGE UNIVERSITY

Student Services consisted of five divisions at the time the new Vice President arrived. The Vice President was taking over an area that had had a lot of uncertainty for some period of time: five Vice Presidents in eight years, reorganization three years before, etc. The divisions were operating rather autonomously and defensively - they had learned to cope with uncertainty.

The new Vice President had a strong commitment to goal setting and evaluation. He wanted Student Services to have a clear vision about what it was doing and why, and be able to evaluate programs and services effectively.

As part of this commitment he hired an administrative assistant with an organization development background, experienced in goal setting and evaluation.

Based on the climate of the organization, they decided to do an MBO process from the top of the Student Services area down through the organization. It appeared to be essential to reduce some of the uncertainties in the organization by developing a strong top management team. Therefore, the first step was to do team building and goal setting with the Vice President, his assistants and the Directors.

The assistant then worked with the division directors to develop stronger top management teams in their areas, from which came goal statements and objectives. Each Director was given freedom to decide how to proceed through her/his own division, with consultation available to them from the assistant.

A heavy emphasis has been put on team building, including role clarification, and on individual support with writing objectives. A large proportion of the assistants time the first year was spent in "selling" the vision of MBO and teaching people how to do it.

Student Services is now entering the third year of MBO and the results have been very positive:

1) People at all levels are much clearer about their responsibilities and are beginning to be much more results-oriented in their management styles;

2) Delegation is being given and carried out more effectively;

3) Some structural re-organization has taken place which has enabled services to students to be more responsive to needs of students;

4) Most people seem to feel freer to be creative in carrying out their responsibilities - primarily because they are clearer about what the responsibilities are;

5) In the face of severe financial cutbacks, the organization is able to cut back services, or justify not cutting others, based on a shared sense of what's important;

6) There is a considerable improvement in giving fair, helpful evaluation at all levels.

7) Objectives are more reflective on what people are really doing.

Each year of the process is different. The first year primarily involved selling the idea and educating people in how to do it. The second year focused on educating, team building and problem solving. The third year the MBO process is becoming integrated as a management style. This has encouraged people to enlarge their vision about what's needed to be really effective results managers. They have begun to work on a plan for systematic needs assessment in order to have accurate, timely data on which to base goals, as well as evaluate results. They have also begun to work on an "in-house" professional development program to respond to the needs of employees, as those needs are stated in MAR's.

The process appears to be well launched. It will now be necessary to continue monitoring the process to look for "trouble spots", and to encourage timeliness in goal-setting, objective negotiations and, most particularly, fair evaluation processes.

THE UNIVERSITY OF MICHIGAN
1973-74 GOALS OF THE OFFICE
OF STUDENT SERVICES

Regents By-Law Sec. 7.03:

> The Office of Student Services. . . shall provide programs relating to housing, counseling, student organizations, health, occupational information, religious affairs, student-community relations, the International Center, and such other programs as may from time to time be delegated to it.

Growing out of this Regental By-Law, the Office of Student Services perceives its overall goals as follows:

(1) to facilitate the educational development of students at the University of Michigan,

(2) to maintain an optimal physical and educational environment within which this development can occur,

(3) to maintain a balance between, and to be responsive to, the needs of students and needs of the broader University community,

(4) to integrate programs of Student Services into the University community and coordinate those services when required, and

(5) to critically evaluate and assess our functions in order to be in a posture of anticipating new trends, strengthening existing services and seeking innovative approaches to challenging problems we face.

We at OSS operationalize these goals based on an understanding of the environment in which our students live. There are some basic characteristics of the University that help to shape the needs of students on this campus:

> The University is a residential community, made up of people from a wide range of backgrounds and orientations,
>
> working together in a highly competitive academic and social climate,
>
> operating within a rapidly changing world, and
>
> where everyone is under a great deal of pressure to produce, to grow and to be a "leader" in society as a representative of this prestigious University.

These characteristics begin to tell us what shape student needs take and what form our response (services) needs to take.

SING

One of these services grows out of the decision that the University will be residential. This requires the building and maintenance of housing, as well as the co-ordination of off-campus housing. Because the character of the student body is increasingly more heterogeneous, the housing provided needs to reflect diversity and options for alternative life styles. We also consider it important to provide learning experiences within housing supportive of the schools' and colleges' programs. We are particularly concerned with meeting the needs of new students in regard to housing.

TH

Intellectual development should be complimented with high quality health care. We basically deal with a "well-student" population and their families, who are not as prone to chronic and severe illnesses as an older population might be. We recognize, however, that the "well-student" population is susceptible to the same illnesses as any other population group and we therefore need to focus on a comprehensive program of health care. We need to address that health care in a very professional and competent fashion. In addition, we have a responsibility to provide direct and indirect health services to the University community as a whole. This includes such diverse services as faculty, staff physicals, environmental health and safety/education, etc.

ETY

Growing from our residential character as a University are safety needs of the students. We are committed to seeing that there is an environment where students are free from unwarranted interference to pursue their cognitive and affective goals while enrolled in the University.

SELING

Because of our commitment to helping develop the "whole person" and because of the particular kinds of pressures under which students live, (competitiveness, push for excellence, different backgrounds of students) it is clear that we need to assist them with various types of counseling, at a preventive level as well as a crisis level, for problems that are both academic and developmental in nature. We are committed to performing these supportive services in a competent, professional mode.

R
TATI

We also need to look at the career orientation of our students and help them, from the time they enter the University, explore the alternatives and variety of pursuits that are available to them. This should begin with freshmen and proceed through every level of the University. We feel we have a commitment, therefore, to provide the counseling element of this career orientation as well as placement assistance. We are committed to continual growth and development in the area of career counseling and placement in order to be, and to be perceived as, a reliable, trusted resource for prospective, present and former University students.

ERSONAL/
TER
ERSONAL
KILLS

We feel we have a responsibility to help the student overcome the anonymity problem that exists on a campus this large. Students need to feel that they belong and can have a legitimate investment in the community as a whole. As one part of this area of concern we are committed to provide opportunities for students to extend themselves as a resource in the community as a whole. The area of interpersonal skill development is extremely necessary and we have a commitment to helping students in this area, in order that they are better able to function in society in a humane, intelligent and sensitive manner.

ICAL
STEMS

This issue of ethical-systems development and integration is extremely important in this day and time, and at this point in a student's life. Students are often looking for direction in developing and integrating values in order to have a better sense of self as well as a better sense of purpose. We are committed to helping students in that search.

INNOVATION

We are committed to being in a posture of anticipating new trends and seeking innovative approaches to improving the educational experience of students. This commitment is expressed by OSS in terms of helping students expand their horizon and augment their skills in obtaining the best education they can obtain, supporting appropriate student-initiated concerns, and involving students in administrative decision-making throughout all of the Office of Student Services, and generally help the students interact more effectively with the University system.

ADVOCACY

Finally, we have a strong commitment to the need for advocacy within the University. This often is incorrectly perceived as the need to take an adversary position, but it does not need to be so. We see the advocacy role as continuing to remind the University as a whole of its responsibility to all students in order to make this a healthier, more viable and positive experience for all students. This needs to be done by raising the kinds of issues and concerns, coming to the Office of Student Services from students, that legitimately need to be addressed by the University community. This charge to the Office of Student Services, to be an advocate on behalf of students, is in creative tension with another charge we feel we have: to be aware of broader University needs. The climate of tension that is created by this is important to understand as one other factor that shapes the form our services take.

CONCLUSION

The Office of Student Services feels a strong commitment to meet the essential needs of students:

- We must see that educationally relevant and adequate housing is provided.
- We must provide comprehensive health care for the student community.
- We must provide both cognitive and affective learning experiences.
- We must provide for safety needs of the students.
- We must help the student look at his total orientation to the community.
- We must provide competent counseling for students with academic, personal and social problems, and through our variety of counseling programs assist them in their personal growth and the development of their interpersonal skills.
- We must provide creative, educational career counseling and placement to help students develop the skills to explore alternatives for careers.
- We must be involved in helping students interact more effectively with the University system.
- We must be creative advocates for the optimal learning environment for <u>all</u> students, being aware at all times of the effect that "pushing for change" may have on the University as a whole, the Regents, the Legislature and parents.

LONG-RANGE ORGANIZATIONAL GOAL

Finally, let me share with you my long-range organizational goal:

(1) That we in OSS develop a system of accountability to the point where we can assess student needs and evaluate how well we are meeting those needs;

(2) That we have developed some system that can be used to measure services qualitatively as well as quantitatively: and

(3) That the organization and programs of OSS, as a result, are flexible enough to change in response to changes in environment and student needs.

Henry Johnson
Vice President for
Student Services
May 25, 1973

THE UNIVERSITY OF MICHIGAN
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(2) to maintain an optimal physical and educational environment within which this development can occur,
(3) to maintain a balance between, and to be responsive to, the needs of students and the needs of the broader University community,
(4) to integrate programs of Student Services into the University community and coordinate those services when required, and
(5) to critically evaluate and assess our functions in order to be in a posture of anticipating new trends, strengthening existing services and seeking innovative approaches to challenging problems we face.

We at OSS pursue these goals as follows:

HOUSING

Adequate housing is important to both the well-being of the student and the educational environment in which the student is expected to grow. This requires the building and maintenance of housing, as well as the co-ordination of off-campus housing. Because the character of the student body is increasingly more heterogeneous, the housing provided needs to reflect diversity and options for alternative life styles. We also consider it important to provide learning experiences within housing supportive of and complementary to the schools' and colleges' programs. We are particularly concerned with meeting the housing needs of new students.

HEALTH

Intellectual development should be complemented with high quality health care. We basically deal with a "well-student" population and their families, who are not as prone to chronic and severe illnesses as an older population might be. We recognize, however, that the "well-student" population is susceptible to the same illnesses as any other population group and we therefore need to focus on a comprehensive program of health care. In addition, we have a responsibility to provide direct and indirect health services to the University community as a whole. This includes such diverse services as faculty, staff physicals, environmental health and safety education, etc.

COUNSELING

Because of the particular kinds of developmental and environmental pressures under which students live, we need to provide various types of counseling. Our services must include preventive and educational efforts as well as remedial counseling with students. Our goal is to assist students to make maximum use of personal resources and the resources of the University and the community toward their own growth and development.

CAREER PLANNING AND PLACEMENT

We also need to look at the career orientation of our students and help them, from the time they enter the University, explore the alternatives and variety of pursuits that are available to them. This should begin with entering students and proceed through every level of the University. We feel we have a commitment, therefore, to provide the planning element of this career orientation as well as placement assistance. We are committed to continual growth and development in the area of career planning and placement in order to be a resource for entering present and former University students.

COMMUNITY SERVICES

Students who enter the University are maturing adults demanding a relevant educational experience. We are committed to facilitating this process by providing services that enable various student communities to develop maximally and by enabling these student communities to interact experientially with non-campus communities. We operationalize our response to students' need for a real education by serving minority student communities and student communities of collective interest (disabled, volunteers, tenants) and by integrating in a mutually beneficial two-way process, student needs and resources with various non-campus community needs and resources.

STUDENT PROGRAMS

Students seek programs and activities outside their formal studies, constituting an important dimension of their University experience. We fill several specific needs in this area by: helping to integrate formal studies and outside activities; facilitating the functioning of groups of students; encouraging international educational experiences and learning, and assisting individual students in their ethical and religious values.

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In order to achieve these goals, we in OSS strive to be an organization where:

(1) the staff is creative and flexible in response to changing needs;

(2) we cooperate with one another in the achievement of goals;

(3) communication is open and flows appropriately in all directions;

(4) the staff is committed to the over-all organizational goal - to serve students - and our behavior reflects that commitment.

LONG RANGE ORGANIZATIONAL GOAL

In addition, we have the following long-range organizational goals:

(1) That we in OSS develop a system of accountability to the point where we can assess student needs and evaluate how well we are meeting those needs;

(2) That we have developed some system that can be used to measure services qualitatively as well as quantitatively; and,

(3) That the organization and programs of OSS, as a result, are flexible enough to change in response to changes in environment and student needs.

(4) That we encourage and promote student participation in planning.

Respectfully submitted,

Henry Johnson

Henry Johnson
Vice President for
Student Services

GOALS OF THE HOUSING DIVISION

Housing at The University of Michigan in Ann Arbor reflects historical developments of the University since its establishment in 1817. When first established dormitories were an integral part of the University. Campus life was patterned after the residential and collegiate traditions of Oxford and Cambridge in England. These traditions had been transplanted on this continent with the establishment of Harvard College in 1636.

In the 1880's the German or continental concept of the university was increasingly adopted by American scholars. This concept still viewed the university as residential but anticipated students living in the homes of professors and others associated with the University. University-owned and operated housing fell into disfavor. This led to the abandonment of University owned and operated housing at The University of Michigan during the presidency of Henry Tappan in the 1860's.

As higher education expanded in this country new concepts evolved. With the passage of the Land Grant Act, existing institutions of higher education and newly founded colleges, universities, agricultural colleges and technical institutions accepted the charge of the body politic to convey to students knowledge of practical arts. With this development came a commitment to coeducation and revival of undergraduate institutions. The need for housing owned and operated by the university became recognized again in the early 1900's. At The University of Michigan distinguished alumni and friends of the University-notably William W. Cook, the Barbours, Newberrys, Senator Couzens and others provided gifts to build University owned and operated housing.

Full recognition of a commitment to University owned and operated housing culminated in Ann Arbor with the establishment of the Michigan House Plan in the late 1930's under President Ruthven. This plan anticipated housing as an integral part of the university experience. The Plan was stimulated by the development of the Dean of Students concept which was first implemented at The University of Michigan. The proctoral role of the Dean of Students as more fully expanded through the Dean of Women saw a rapid expansion of University-owned and operated housing specifically designed for new students and females attending the University. Funds were provided from federal grants and loans as well as internal University resources to aid in the development of housing.

In 1962 a committee to study student affairs at the University known as the Reed Committee called for continued commitment to quality housing but urged a phasing out of the proctoral or "in loco parentis" role. The report of a President's Commission on Off-Campus Housing issued in 1965 urged that the University be concerned about the housing of all students, not only those housed in University-owned and operated housing but also those living in private housing such as apartments, small group housing and cooperatives.

The Housing Division in 1975 is profoundly influenced by this historical background. The goals of the Housing Division reflect these historical factors. These factors deeply influence the facilities and programs now available to us.

The goals of the Housing Division for 1975-76 can be categorized into four areas--Service to Students, Education, Administrative, and Staff Development.

1. <u>Service To Students.</u>

   The Housing Division seeks to provide quality housing which results in:
   a. high standards of health and safety

b. dissemination of complete and accurate information
c. a variety of housing options
d. a high level of satisfaction among students for their basic housing needs of food, shelter and security.

2. Education.

The Housing Division seeks to be an integral part of the University's educational mission by:
a. providing facilities and programs to assist new student in acclimating themselves to the University
b. promoting opportunities to live, work and learn with people of diverse backgrounds
c. developing mutually supportive relationships with the University's schools, colleges and departments
d. utilizing the resources and services of University and community agencies
e. promote the opportunity for students to become involved in self-government
f. promoting experiences that will add to the personal growth of students
g. continually reviewing the educational interest and objective of students

3. Administrative.

The Housing Division seeks an administrative structure which effectively utilizes sound management practices resulting in:
a. maintenance of fiscal integrity
b. clearly defined responsibility and accountability at all levels
c. clear lines of access for staff input in decision making.
d. efficient gathering and utilization of student input
e. clear lines of access for student input in decision making
f. an effective program for research, planning, assessment and development
g. personnel policies and practices which assure the recruitment and hiring of qualified staff

4. Staff Development.

The Housing Division desires to maintain a staff development program which demonstrates an organizational commitment to all staff by:
a. assisting staff to identify and accomplish agreed-upon objectives.
b. providing meaningful opportunities for new experiences in their work
c. encouraging and preparing staff for promotion
d. providing regular and pertinent feedback to staff

In seeking to achieve these goals the Housing Division has the following priorities in 1975-76.

1. We will work to eliminate the surprises and ill feelings engendered by the housing situation last spring that necessitated the utilization of a lottery. To do this it will be necessary to identify and describe the housing realities in Ann Arbor for students and others. It will be necessary to deal with crucial questions of priorities for University owned and operated housing and better mechanisms to make housing realities known to students.

2. We will seek ways to live with reduced financial resources. The economy within the State of Michigan as well as efforts to make higher education financially less burdensome necessitate living with reduced financial resources. It will be necessary to find the appropriate measures that will either cut costs or increase revenues from sources other than student room and board rates.

3. We will seek to develop greater satisfaction for the diverse populations represented in our student body. While the University has attracted to the Ann Arbor Campus persons of minority racial and ethnic backgrounds in numbers heretofore not present it is still difficult for many minority and nonminority students to adjust to this change. The Housing Division must be of assistance in residential programs.

4. For staff employed within the Housing Division we will seek to reduce the mysteries, uncertainities and frustrations engendered by our administrative and decision making processes. Special attention will be given to the areas of staff selection, promotions and professional development.

5. We will seek to articulate more carefully distinctions between priorities and guarantees. Just as in Affirmative Action programs goals and quotas are misunderstood, priorities in other areas frequently become confused with guarantees. These concerns are of particular importance as the demand for space in University owned and operated housing increases. In assignments, selection of staff, and other areas priorities and guarantees must be distinguished.

J.C. Feldkamp

6/2/75

THE UNIVERSITY OF MICHIGAN
1973-74 GOALS
for
CAREER PLANNING & PLACEMENT

Career Planning and Placement, a component of the Office of Student Services, perceives its overall goals in serving present, former, and future students of the University of Michigan as follows:

1. To make readily accessible to students a highly trained, broadly diversified professional staff of career counselors who are aware of the basic characteristics of the University and its students as well as the world of work outside the University in order to assist students in making their own intelligent, informed career selections.

2. To maintain a readily accessible, attractively displayed and continuously updated library of career counseling tools for use by staff, students, departments and alumni.

3. To facilitate the optimal career development of students commensurate with their personal, educational and vocational goals.

4. To encourage students early in and throughout their University lives, to engage in extensive and realistic self-exploration and evaluation to help them identify their abilities, define their interests and determine the lifestyle they desire.

5. To provide, throughout the University life of the students, the broadest possible opportunities for career exploration including graduate and professional study at this University and elsewhere.

6. To instruct students in the skills, techniques and procedures that lead to career-entry employment and upward mobility in the careers of their choice and to provide optimal placement assistance, including campus interviews, to students as they graduate and throughout their lives as alumni of the University.

7. To gather and make available, where appropriate, information and statistical data concerning the career orientation and career employment characteristics of University of Michigan students, graduates and alumni.

8. To maintain an orderly process for continuous review and updating of policies, procedures, paper flow and work assignments, utilizing input from staff, unit policy committee, and other concerned resources.

9. To refine and expand the process of periodic staff evaluation to encourage professional growth and foster increased understanding of one another's roles and responsibilities.

10. To provide an administrative climate and working relationship which enables the aforementioned goals to be achieved.

11. To build on the well established liaison between CP&P and the various departments, schools and colleges of the University so students can be served better in their career counseling needs.

12. To cultivate and expand the existing world-wide network of contacts with potential employers of U of M graduates to maximize their career opportunities.

COUNSELING SERVICES

GOALS FOR 1973-74

The Counseling Services Office exists for the purpose of assisting University of Michigan students to make maximum use of personal resources and the resources of the University and the community toward intellectual, educational, emotional, interpersonal, identity, and value development.

Consistent with that purpose, the Counseling Services staff members commit themselves to the following goals:

(1) Continuing assessment of student characteristics and needs in the areas of counseling and affective developmental education.

(2) Availability of adequate counseling resources for students.

When lack of knowledge, skill, or personal resources interfere with the individual's pursuit of his/her goals, the student needs visible and accessible assistance for problem solving. That assistance can include individual and group counseling with peers and professionals on personal, psychological, interpersonal, academic, and educational-vocational issues.

(3) Availability of adequate information regarding resources for students.

Resources for making the environment manageable for the individual student may be under-utilized unless there is adequate information and communication about those resources.

(4) Availability of affective growth-enhancing experiences in the University community.

The process of becoming an educated person includes issues of value clarification, emotional maturation, life-style decisions, and interpersonal skills development as well as the acquisition of knowledge related to an academic discipline. Resources must be provided for assisting students in integrating affective and intellectual development.

(5) Continuing contribution to a positive educational and psycho-social environment in the University community.

Through serving as an information and problem-solving resource for students data become available relative to impediments and inadequacies in the University environment. That information and our professional facilitator skills ought be creatively utilized to influence the University toward responsiveness to needs.

(6) Ongoing evaluation of Counseling Services programs and functions in order to strengthen services for which there is a demonstrated need and to seek innovative ways of responding to student needs.

(7) Development of a dynamic, energetic, cohesive staff that is a model of individual and collective growth.

The way we work together ought be an example of what we professionally say is good for people.

(8) Provision of effective training for students assigned to/accepted by Counseling Services to fulfill degree requirements.

The special mission of Counseling Services and the programs sponsored to fulfill that mission provide an opportunity to influence the development of helping professionals.

Donna Nagely
January 17, 1974

[illegible]
Spring, '74

1973-1974

HEALTH SERVICE GOALS

I. Routine/Innovative

A. To provide comprehensive personal health services to the University community, their spouses, and various related groups.

B. Encompassed in this provision are services in eight broad areas:

1. Preventive
2. Care of acute illness
   a. Inpatient
   b. Outpatient
3. Mental Health
4. Athletic Medicine
5. Dental Services
6. Rehabilitation
7. Environmental Health and Safety
8. Health Education

C. To provide the University, its executive officers, and administrators an effective Health Service serving the University community in areas of consultation and specifically identified services.

1. The Periodic Health Appraisal Unit
2. Occupational Health
3. Travel Immunization
4. Management data and various research studies for planning

II. Innovative/Professional Growth

A. To develop an ongoing program of evaluation by which quality of care and accountability for services rendered is assured, and emphasizing the consideration for humaneness, dignity, and lack of discrimination in all spheres.

III. Innovative

A. To expand existing long-range planning goals and to assure the flexibility of present program formats in order that they may be modified to achieve the commitments set forth by these goals.

IV. Problem Solving

A. To provide for appropriate physical facilities to accomplish desired goals.

B. To create an effective administrative structure which accurately recognizes and clarifies the relationships between professional and administrative staff as well as those relationships within each of these organizational subdivisions.

V. Routine

A. To maintain an effective and efficient business operation consistent with sound financial principles in hospital management.

B. To provide effective relationships with groups within the University and within the community, to include all groups with whom we have mutual interest.

C. To provide means of research in areas of health care delivery, management data, and clinical services.

VICE PRESIDENT FOR STUDENT SERVICES

MAJOR AREAS OF RESPONSIBILITY

February, 1975 - February, 1976

ADMINISTRATION

Obj: To be responsive to the budget cuts required and still be responsible to the programs we have in OSS.

ER: We accomplished a 4% cut.

ER: Minimal amount of negative feedback from program heads.

ER: Absence of any substantive program cuts themselves.

ER: Minimum of negative feedback from consumers.

Obj: To achieve a better delivery system for counseling to students.

ER: The two separate counseling services as they presently exist are merged into one.

ER: There is an identifiable outreach program in the Family Housing area.

ER: Continued delivery of service, both qualitatively and quantitatively, based on feedback from the Director of Counseling.

Obj: To identify and respond to common concerns of minority students, while at the same time being ever aware of individual needs and concerns.

ER: Consolidation of advocacy services.

ER: Improvement in quality of services offered as evidenced by minority constituencies and feedback.

Obj: Assist Community Services and Student Programs divisions in goal formulation and objective setting.

ER: Both divisions will resolve organizational kinks resulting from reorganizations.

ER: Individual directors will achieve budgetary and programmatic autonomy.

Obj: Clarification of function of Student Relations Committee (SRC) and Office of Student Services Policy Board (OSSPB).

ER: That whatever the form of the committee or committees, it will be useful input to me.

Obj: Development of alternative sources of funding for OSS.

ER: Writing of proposals for additional and replacement dollars.

ER: Development of fee scales for services in those units which lend themselves to such an approach for generating revenue, e.g., Counseling, Health Service, and Career Planning and Placement.

II SUPERVISION

Obj: Develop unified philosophy among directors regarding thrust of Student Services.

ER: Great degree of interdependence and intra-unit cooperation.

ER: Ability developed to prioritize according to the good-of-the-whole.

ER: Directors develop a better sense of their own MAR's and a heightened level of trust with Vice President and fellow directors.

Obj: Strengthen lines of communication between President's Office and OSS.

ER: Clearer articulation of needs and accomplishments of OSS to President.

ER: Better understanding of President's intent and wishes by Vice President as evidenced in action both personal and OSS as-a-whole.

Obj: Streamline and qualify reporting system within OSS.

ER: Annual reports will flow from divisional goals and objectives.

ER: MBO system will have covered another level of management in each division.

III UNIVERSITY RELATIONS

Obj: Better communication between OSS and other executive offices.

ER: Continued increase in quality and quantity of living-learning experience as evidenced in report and authorized feedback sources.

ER: Higher level of OSS unit based participation in intra-University activities, e.g., educational innovation, counseling services.

Obj: Successful presentation and beginning implementation of Student Government Council (SGC) reform.

ER: Increased student involvement in decision making at school and college levels.

Obj: Represent the interest of the University of Michigan whenever appropriate.

ER: I will become a more effective representative of the University at conferences, meetings, etc.

ER: I will participate more effectively as my knowledge of the University increases.

IV PROFESSIONAL DEVELOPMENT

Obj: More efforts at articulation of views concerning student life and needs.

ER: Efforts will be made to write and disseminate viewpoints.

ER: Schedule more time within for dialogue with students.

Obj: Avail myself of academic and experiential opportunities for growth and development.

ER: Attendance at relevant meetin seminars, etc.

ER: Annual retreat with directors.

SPECIFIC GOALS

1. OSS As A Whole: Provide clear and consistent direction, both philosophically and operational.

2. Academic Units: Act as a resource concerning student life with academic units. Develop co-operative arrangement for programs.

3. Publics: Represent University. Represent Student Services. Act as a resource concerning student life.

4. Executive Officers: Be an active part of the management team, i.e. attendance, University view. Advise President (as part of management team). Be continuously aware of how University decisions may affect students and student relations. Give input on University decisions that might affect students.

5. Regents: Make recommendation in student services and student relations in general. Respond to Regental requests and directives. Inform and advise Regents on student life and student services.

6. Vice President's staff: Set and articulate philosophical and operational style of the office. Assign tasks and evaluate performance. Promote development and expression of ideas, concepts and strategies among Vice President's staff.

7. Students: Within the charter of Student Services, provide services to students that are offered by Office of Student Services. Articulate and interpret University positions and policies when and where necessary.

8. Advisory Groups: Policy Board and Student Relations Committee - Inform; solicit, counsel and advise; use them where appropriate in furthering the image and philosophy of OSS.

To serve ex officio on the Board in Control of Intercollegiate Athletics.

KATHLEEN DANNEMILLER - MAR'S & OBJECTIVES - 1974-75

Over-all Goal: To assist the V.P. for Student Services in his administration of OSS.

MAR's:
I. MBO implementation

planning, teaching, executing, evaluating

II. OSS Planning

III. Staff Development

IV. Ad hoc Assistance to students

V. Professional Development

I. MBO Implementation

A. Planning

Objective 1. Spend more deliberate time planning ahead creatively.

ER: That most of the time I felt like I was in charge, rather than that the thing felt out of control.

ER: That I utilized Bernadette's presence and expertise as fully as possible to get myself planning more deliberately.

B. Teaching

Objective 1. Pass on my knowledge about how to help people write MAR's to at least one person in each division.

ER: That there are people in each division who are beginning to do it.

ER: That I feel confident in their ability to do it, so I don't have to keep sticking my nose in.

ER: That those people feel free to ask me to help when they need it and I feel free to give it.

Objective 2. Pass on my knowledge about how to write divisional goals to people in each division.

ER: That there is someone who feels competent at goal-setting in each division.

ER: That I feel confident in their ability to do it--so I don't feel like I have to be in on it each time.

ER: That these people feel free to ask me for help & I feel free to give it.

Objective 3. To keep working with people, as appropriate, to help them write their own MAR's honestly.

ER: That I spent as much time as necessary to make sure the MAR's are fairly real.

ER: That people said they could see the pay-off in doing the MAR's when they were finished.

ER: That I always questioned whether I was the appropriate one to do it, rather than automatically agreeing to do it.

C. Executing

Objective 1. Develop a way that I can remember who needs to do what when.

ER: That I didn't miss any "deadlines"
ER: That I didn't overlook anyone.
ER: Directors began to take responsibility for their own timetables.

Objective 2. To be available to assist others in the planning of MBO execution in their division, as well as being available to help them execute the plan, if appropriate.

ER: I was able to respond appropriately when asked.
ER: That I kept myself knowledgeable enough about what's happening in each division so I I could be helpful in planning and execution.
ER: That I developed and maintained trust relationships with key people in each division so they feel free to ask for help (including especially directors).

D. Evaluating

Objective 1. To have a vision as to how we might assess student needs.

ER: That I won't feel as powerless as I do now about how to do that.

ER: That R&D (or its like) has explored different ways to do that and I can evaluate effectiveness of different approaches.

Objective 2. To increase the behavioral commitment of people in OSS to managing/evaluating by results.

ER: That more people understand the importance of results-oriented management by the end of the year.

ER: That I can see a few more people doing it.

ER: That some of those who do it recognize that they do it, so they can do it more consciously.

II. OSS PLANNING

Objective 1. To be available as a resource for Tom and/or Henry when they want to do problem-solving or overall planning.

ER: That I was available most of the time when asked - or could schedule it very soon.

ER: That I was able to respond creatively and effectively.

Objective 2. To be able to bring in areas of concern to Henry and/or Tom for mutual solutions.

ER: That I was able to get the three of us together when I needed to most of the time.

ER: That I could get them committed to looking at the issues while we were together.

Objective 3. To push for needed team building amongst the three of us in order that we can be a creative, functional team.

ER: That I could ask for help when I felt insecure, left out, or whatever.

ER: That I was able to hear feedback from them in a way that I could use it.

Objective 4. To make sure we have time set aside during the year to do forward planning for OSS.

ER: That we set aside at least one day a year to do it.

ER: That we do some forward planning at other times, too.

III. STAFF DEVELOPMENT

Objective 1. To be a resource to any OSS personnel to help them work through organizational issues, such as problem-solving, goal setting, role identification, etc.

ER: When people asked, I could arrange to help appropriately.

ER: I was familiar enough with what was going on to be able to respond effectively.

Objective 2. To be a resource for Henry to use when he needs a facilitator for a committee.

ER: That I did the ones he asked me to do effectively.

ER: That I remembered that I was a resource, not a member - all the time.

Objective 3. To do whatever is necessary to rebuild the Directors and us into a more cohesive team.

ER: That Henry, Tom & I spent time working on the problem areas and worked up the courage to change whatever needed changing.

ER: Communication became more open among the Directors, with increased support for each other.

IV. AD HOC ASSISTANCE TO STUDENTS

Objective 1. To be aware that I am here to serve students even though I am spending most of my time working with staff people.

ER: That I was responsive to individual students needs when they came to our office.

ER: That I was responsive to requests to meet with student groups to talk about Student Services or specific issues of concern to them (i.e., women's career panels).

V. PROFESSIONAL DEVELOPMENT

Objective 1. To keep myself in an alive, growing, learning posture.

Strategy: To do moonlight jobs on vacation time in totally different systems.

Strategy: To teach MBO at University-type conferences.

Strategy: To attend OD Conferences, courses, etc., with my peers (OD Consultants).

Strategy: Supervise Bernadette.

Strategy: To get help when I need it, such as T.A. group, John Trenkle, etc.

Strategy: To communicate my need for periodic, real feedback communications from Henry.

Objective 2. To get academic credentials for what I already know.

Strategy: Work on my M.A.

THE UNIVERSITY OF MICHIGAN

COUNSELING SERVICES

MEMORANDUM

TO: Henry Johnson, Vice President for Student Services

FROM: Donna Nagely, Counseling Services Director

DATE: April 20, 1974

RE: Statement of May to August 1974 Objectives for Negotiation

Major Areas of Responsibility

I. Administration
II. Training
III. Service Delivery
IV. Professional Development

Key to Abbreviations

Obj. - objective
Mt. - measurement
C.S. - Counseling Services

C.S. Goal

Major Areas of Responsibility and Related Objectives

6 I. Administration

A. Planning

1. Goal setting for the agency.

Obj.: To test current goals statement for continued relevance.

Mt.: Review with continuing staff.
Mt.: Review in conjunction with orientation of new staff.

2. Program design.

Obj.: To change the organization to put more emphasis on preventive and developmental interventions.

Mt.: Enter into negotiations with Housing relative to consultation and staff training for the Hill Area.
Mt.: Develop a budget proposal which reflects the emphasis.

C.S. Goal

Obj.: Push for a decision about merger of Mental Health Clinic and Counseling Services.

Mt.: Will have received a decision or communication of when the decision will be made by July 1.

3. Evaluation of programs.

Obj.: Begin to establish consistent procedures for evaluation of each C.S. program.

Mt.: Any new programs initiated in September will have evaluation design built-in.

Obj.: To keep myself knowledgeable about C.S. programs and activities.

Mt.: Receive completed evaluations of Focus and GUIDE.

Mt.: Design new format for collecting information from staff members on their programmatic activities.

7 B. Climate Setting

Obj.: To facilitate on-going team building.

Mt.: Hold end-of-the-year party for C.S. staff.

Mt.: Plan workshop for team building for 1974-75 year.

7 C. Personnel

1. Selection.

Obj.: To assemble an effective and committed staff.

Mt.: Increase number of full-time, non-student staff.

Mt.: Successful appointment of needed staff for 1974-75.

Mt.: Accomplish a multi-ethnic staff.

2. Orientation.

Obj.: To help new staff become a part of the office as quickly as possible.

C.S. Goal

Mt.: Develop a policy and procedure manual.
Mt.: Involve new staff in review of current goals statement.
Mt.: Involve new staff in team-building workshop.

3. Coaching (part of supervision).

Obj.: To facilitate the professional development of each staff member.

Mt.: Assist each Coordinator in setting measurable objectives for job performance.
Mt.: Plan with Coordinators a means for each staff member to set measurable objectives.
Mt.: Assess the professional development needs of staff by September 30.

4. Intra-staff coordination.

Obj.: To facilitate open communication.

Mt.: Collegial consultation prior to decision-making.
Mt.: Preparation and distribution of periodic reports on staff activities.

Obj.: To facilitate behavior which reflects acceptance of responsibility for the on-going operation of the office.

Mt.: Attendance of staff at meetings.
Mt.: Reports delivered on time.
Mt.: Staff members share in cleaning up conference room and taking care of furniture and equipment.
Mt.: I prepare agenda in advance of staff meetings.

5. Personnel evaluation.

Obj.: To provide a means for each staff member, including me, to receive evaluative feedback on job performance.

Mt.: Receive verbal and written evaluative feedback on myself from staff.
Mt.: Review the written performance evaluations of each staff member.
Mt.: Conduct evaluation interviews with continuing staff.
Mt.: Evaluate with staff the current procedures.

C.S. Goal

6 D. Budget

1. Preparation.

Obj.: To prepare the budget in consultation with the Coordinators with input coming from other staff through them.

Mt.: Consistent effort in the planning process.
Mt.: No staff uprising around the budget.

Obj.: To prepare a budget that reflects C.S. goals.

Mt.: Complete priority setting before deadline for submission is announced.
Mt.: Write the budget in a format that shows the relationship of programs to goals.

2. Monitoring

Obj.: Effective use of C.S. allocated funds.

Mt.: Periodic review of budget in relation to goals.
Mt.: Limited excess salary money because modifications are made in conjunction with the periodic review.
Mt.: No deficit expenditures in current account.

3. Advocating

Obj.: Work to receive sufficient funds to conduct C.S. programs.

Mt.: Receive additional money or be satisfied with why we didn't.
Mt.: Get Psychology Dept. to fund one intern.

7 E. Physical Facilities

Obj.: Provide a comfortable, well-equipped working environment that staff will feel proud of.

Mt.: Receive funds for needed equipment or be satisfied with why it is not available.
Mt.: Redecorate the conference room.
Mt.: Staff will take care of the facilities.

C.S. Goal

F. Liaison

5 1. Other OSS units.

Obj.: Work in conjunction with other units in order to better meet student needs.

Mt.: Raise issues in Directors meetings relative to cooperative efforts.

8 2. Psychology Dept. Field Placement Committee

Obj.: To accomplish suitable intern assignment to C.S.

Mt.: Participation in negotiations.
Mt.: Receive two assignments that I think are appropriate.

6 G. Accountability to VPSS

Obj.: To demonstrate progress toward agreed upon goals.

Mt.: Annual report in a form that relates activities to goals.
Mt.: Periodic review of progress with Henry.

II. Training

8 A. Supervision of Psychology Interns

Obj.: Lay the groundwork for a productive internship experience.

Mt.: Confer with each intern relative to his/her learning goals.
Mt.: Involve interns in goal review and team building workshop.

B. Staff Development

Obj.: Assure that staff in-service training occurs regularly through programs that meet staff needs.

Mt.: Assess in-service training needs by September 30.
Mt.: Appoint committee to plan programs.

C.S. Goal

2, 3, 4, 5, 7 III. Service Delivery

Obj.: To be a fully functioning member of the C.S. team.

- Mt.: Serve as Counselor on Duty as needed but limit to one regular slot per week.
- Mt.: Counsel students in an on-going relationship but limit to three at any one time.
- Mt.: Serve as Counselor on Call for GUIDE as needed.
- Mt.: Serve on doctoral dissertation committees as requested.

VI. Professional Development

A. Personal

7 Obj.: To confirm and/or increase my management skills.

- Mt.: Attend a management training seminar.
- Mt.: Increased self-confidence.

Obj.: Maintain professional contact with counseling agency administrators.

- Mt.: Talk to one at least once per month.
- Mt.: Make plans to attend the annual meeting.

Obj.: Develop a personal/professional support group

- Mt.: Pursue relationships outside office contact.

B. Staff and Peers

5, 6 Obj.: Push for Directors meetings to be a place for sharing, consultation, and cooperative planning.

- Mt.: Model that by bringing up my concerns in the meetings.

All Obj.: To provide leadership in implementing MBO in C.S.

- Mt.: Accomplishment of my objectives.

2, 3, 4, 5 Obj.: To provide leadership in preparing for 1974-75 service delivery.

- Mt.: Set time-tables for task completion.

C.S. Goal

C. Superiors

6 Obj.: Open communication with Henry.

Mt.: Arrange regular monthly conferences with him.

MAJOR AREAS OF RESPONSIBILITY FOR DIRECTOR OF HOUSING

Director of Housing

The major areas of responsibility for the Director of Housing can be classified into four categories. Each area of responsibility is aimed at achieving the goals of the Housing division. These categories and the responsibilities within each are detailed below:

I. Planning
   a. Anticipate the future of the University of Michigan and the impact of that future on the housing of students.

   b. Anticipate the needs of the students and other populations we serve.

   c. Anticipate other external factors such as the Ann Arbor community, the energy crisis, inflation, and other elements that can affect the housing of students.

II. Liaison
   a. Develop and nurture effective student and faculty input.

   b. Facilitate communications with the Vice-President for Student Services and through him to the Executive Officers and Regents.

   c. Maintain communications with University offices and other agencies that are concerned about the housing of students.

   d. Maintain accessibility to individual persons concerned with and for the housing of students.

III. Administration
   a. Ensure that Housing staff work sensitively with students.

   b. Organize a team approach to the functioning of the Housing division.

   c. Provide an orderly process for the development of policies and procedures for the Housing division.

   d. Monitor the fiscal integrity of the Housing division.

   e. Provide a sensitive personnel administration program.

   f. Keep the goals of the Housing division in mind at all times and urge the achievement of same.

IV. Professional Development
   a. Find ways to enhance the opportunities to become more effective in the administration of student housing.

   b. Create opportunities for a better understanding of University administration in general.

   c. Correlate personal goals and aspirations with responsibilities of being Director of Housing.

JCF:cww
5/21/74

OBJECTIVES OF THE DIRECTOR OF HOUSING 5-28-75 Negotiated

TO BE ACHIEVED BY

July, 1975

1. To increase and to make more effective the delegation of responsibility within the Housing Division.
   ER: Few occasions when it is reported that the delegation did not work.
   ER: Use of fewer two-way memoes by me.

2. To increase the commitment to MBO within the Housing Division.
   ER: Have other staff members confirm to me that I am committed to MBO.

3. Increase the accuracy of understanding student desires about housing needs.
   ER: Affirmation from diverse sources that I had accurately assessed student desires about housing needs.

4. Maintain a high level of participation by students on Housing Division committees.
   ER: Having students on those committees and seeing that those committees operate.

5. To identify the qualities I expect of Associate Directors.
   ER: To define and communicate the qualifications I would look for in selecting successors to Orr, Hughes or Ostafin.

6. Increase interaction among Student Service divisions.
   ER: To urge personally both within the Housing Division and other divisions greater joint programming.
   ER: To identify those areas of co-operation as well as areas of conflict.

7. To define the role of Director of Housing in off-campus housing program development.
   ER: Feedback from Peter Ostafin and Peter Schoch that they understand my role.
   ER: Increased confidence in discussing off-campus housing concerns.

8. To identify a program for greater professional development for John Feldkamp.
   ER: To obtain through Henry Johnson and Tom Easthope agreement on a specific program for the Summer, 1975.

9. To provide quality management services to the University Club.
   ER: Ability to respond accurately to the Executive Officers, the University C Board of Directors, and the Michigan Union management.

10. To identify, discuss and propose alternatives to current policies affecting the contributions of our resident staff.
    ER: To hold meetings and issue recommendations from the Staff Selection Committee

11. To understand current economic factors and shape responses that will have positive effects on Housing.
    ER: To recommend rates and approve budgets which will provide the resources I believe necessary to fund the Housing program.

J. C. Feldkamp
1/16/75

COMMUNITY SERVICES DIRECTOR
OBJECTIVES
FEBRUARY 1975 - FEBRUARY 1976

MAR. I. Financial

OBJ. I. To procure soft monies for Project Community, Trotter House and Disabled Student Services, in conjunction with the University of Michigan Development Council and the Division of Research Development and Administration.

Expected Results:
1. $10,000.00 procured for Project Community to maintain present programs at quality level.
2. $5,000.00-$10,000.00 procured to expand Trotter House's programming.
3. $30,000.00 procured for Disabled Students Services to match University funding for operating expenses.

OBJ. 2. To get Office of Student Services to increase Community Services' general funds allocation to $35,653.00.

Expected Results:
1. I was able to make the Native American Advocate's position a full-time position at __________ as a line item on the Community Services budget.
2. I was able to make the Project Community Director's position a full-time position at -- __________ as a line item on the Community Services budget.
3. I created another clerical position in Community Services at $7,000.00 for '75-'76.
4. I brought the Native American Advocate's current account up by $1,875.00 for '75-'76 for a total of $4,375.00.
5. I established a current account of $5,000.00 for Project Community in '75-'76.
6. I raised Community Services current account by __________ to __________ in '75-'76.

OBJ. 3. To establish a capital improvement fund at $10,700.00 to take care of minor renovation costs in the second floor area of the union.

Expected Results:
1. I was able to knock out the wall between 2204C and 2204D Michigan Union for environmental reasons.
2. I was able to create four separate offices for the three ethnic advocates and their secretary in the present Arts and Crafts Guild area, room 2211.
3. I was able to knock out the wall between room 2302 and room 2304 to create a large area with partitions to accomodate the five Project Community co-ordinators.

4. I was able to put a door between room 2306 and room 2308 to accomodate the Disabled Students Services Director and his secretary.

5. All capital improvements completed by the end of fiscal year '75-'76.

MAR. II. Planning/Evaluation

OBJ. 1. To implement MBO in Community Services.

Behavioral Outcomes:

1. I negotiated fall term objectives with the managers of Community Services components by December 1, '74.
2. I prepared myself for each negotiating session by reading managers' objectives, critiquing them and discussing them with Jane.
3. I continued to negotiate managers's objectives by semester.
4. I met with Community Services managers in February to evaluate their performance in terms of their fall term objectives.
5. I evaluated managers' objectives each semester.
6. I took the Advanced Management by Objectives Seminar in the Business School's Division of Management Education, if appropriate funds are available.
7. I kept myself informed of other MBO training opportunities so I could attend or recommend them to my staff, if appropriate funds are available.
8. Jane and I educated the managers of the components to implement MBO with their staffs.
9. I shared my OBJ'S. with the managers of the component units in Community Services.
10. Jane and I discussed the process used to write each manager's objectives so I understood the roles Jane played in facilitating the writing of objectives.

OBJ. 2. To monitor MBO implementation in Community Services.

Behavioral Outcomes:

1. Jane I set aside one hour per week to discuss problems and successes with MBO.
2. Component managers and I evaluated the instruments used to measure program success once a semester.
3. I gave feedback to the Vice-President on MBO implementation at this level and received it from them about their level.

Subjective Perception:

1. I was able to do forecasting and felt I was successful 70% of the time.

2. I was able to determine how well (or how poorly) my staff implemented MBO according to their attitudes and performance.

Expected Results: 1. Outside consultant(s) gave me feedback on how staff was responding to the implementation of MBO.

OBJ. 3. To involve students, faculty and community persons in planning and evaluation for Community Services.

Expected Result: 1. Community Services Unit Committee completes written report on Community Services, as outlined in approved guidelines and to be presented to Office of Student Services Policy Board.

OBJ. 4. To set aside one hour per week to do planning and evaluating with Jane.

Behavioral Outcomes: 1. Jane and I spent every Wednesday from 9-10 a.m. planning.

2. Planning hour was rescheduled less than 25% of the time per semester.

3. Planning hour canceled less than 10% of the time per semester.

OBJ. 5. To include Community Services managers in division-wide planning and evaluating.

Major Strategy: 1. To hold a one-day retreat for Community Services managers, Jane and myself during each semester.

MAR. III. Personnel

OBJ. 1. To get all my staff to operate at maximum efficiency.

Behavioral Outcome: 1. Administrative, financial and/or operational errors were not serious enough to damage the reputation and functioning of Community Services.

OBJ. 2. To change the overall outlook on advocacy on the part of advocates and the general university.

Behavioral Outcome: 1. Advocates used record keeping and measurement criteria devised by myself and them to show their services as accountable and need-oriented.

Expected Results: 1. Review of instruments show exactly how advocacy services are used.

Major Strategies: 1. To educate the Vice-President concerning my projections on advocacy and its use.
2. To get the Vice-President to buy into my concept of advocacy and support it on his level.

OBJ. 3. To further develop cooperation and trust among unit managers.

Subjective Perception: 1. I perceived sharing relationships among unit managers.

MAR. IV. Professional Development.

OBJ. 1. To get some feedback from the Vice-President on whether Community Services is moving in a direction that he feels is appropriate

Strategy: 1. Discussions with the Vice-President.

OBJ. 2. To explore the PhD. program in Higher Education Administration.

Behavioral Outcome: 1. I was able to decide by fall semester '75 whether or not I wanted to enroll.

NOTES: I have prioritized the objectives listed under each MAR. I have also defined the ways I will know if I've achieved my objectives as follows:

1. Expected Results
2. Behavioral Outcomes
3. Subjective Perceptions
4. Major Strategies

DIRECTOR OF THE INTERNATIONAL CENTER
MAJOR AREAS OF RESPONSIBILITY
AS NEGOTIATED WITH E. K. DAVENPORT

February 5, 1975

I. Program Development

A. Develop funding ideas and proposals.

1. Have any proposals been turned in through Ed Rutz?

B. Increase number of programs available for foreign students.

1. Are there at least four programs per month ?

2. Are students responding favorably to programs offered?

C. Plan investigation program to determine student attitudes toward potential programs.

1. Are plans being made for this investigation?

2. Can this investigation take place next fall term?

D. Work on refinement of SCAN and game concept for further use.

1. Is the game finished and in useable form?

2. Is it being used in the International Center?

E. Initiate orientation course (credit granting) for U.S. students going abroad, with faculty participation.

1. Is the course planning underway?

2. Have faculty members been contacted regarding the course?

F. Integrate more closely with other international programs on campus (of which there are at least fifty).

1. Have introductory and exploratory meetings taken place?

2. Can we identify points of common interest?

3. Can we answer questions students ask regarding these programs?

II. Staff Hiring, Evaluation, Development, and Discharge

A. Hire competent staff.

1. Are all positions filled?

2. Do evaluations show adequate performance?

B. Develop and refine personnel evaluation instruments and techniques.

Have evaluation instruments been developed for current use?

C. Evaluate all staff four times per year.

1. Have they been evaluated?

2. Are staff surprised by pay increase rates?

3. Is staff performance altering regularly throughout the year in response to evaluations?

D. Assure that all professional staff participate in activities and programs outside the International Center, so that they are exposed to new ideas.

1. Has each staff member been to at least one outside event?

2. Are the ideas new and appropriate?

E. Identify skill areas not possessed by staff, and assist individuals in acquiring these skills.

1. Can I identify one job-relevant skill area not possessed by each staff member?

2. Have I taken concrete steps to help each person grow in this area?

F. Examine with employees major successes and failures, in order to plan for a more effective future performance.

1. Have I spoken to each employee about performance?

2. In these conversations, were plans for the future outlined?

G. Assist individuals in further developing skills already possessed.

1. Can I identify specific skills possessed by each employee?

2. Have I discussed these skills with the employee?

H. Discharge any non-satisfactory staff.

1. Are any employees with less than satisfactory evaluations on the payroll?

2. How many unsatisfactory evaluations have been given to any unsatisfactory employee?

III. <u>Employee Supervision and Direction</u>

A. Provide overall direction for International Center policy decisions.

1. Do staff members ask for more (or less) direction than they are getting?

2. Are we looking at long-range planning?

3. Are plans being made for more than one year in advance?

B. Provide supervision necessary to maintain ongoing tasks and purposes of the International Center.

1. A minimum of negative feedback from students and University staff.

2. Do evaluations show satisfaction of clients?

3. Are tasks accomplished on time?

C. Assure effective utilization of International Center facilities.

1. Is space used frequently and appropriately?

2. Are international groups using the facilities?

IV. <u>Administrative and Supervisory Response</u>

A. Prepare reports, attend meetings, provide information, and make suggestions as necessary and/or requested.

1. Am I providing enough information to my supervisor, so that adequate information is available?

2. Are responses completed on time?

3. Is there a minimum of negative feedback?

B. Participate in committees, or represent the University President or his officers as requested.

1. Are responses completed on time?

2. Is there a minimum of negative feedback?

3. Am I comfortable with the way these assignments come?

V. Liaison and Representation

A. Serve on Board of Directors and/or to otherwise represent the University of Michigan in a number of non-University organizations.

1. How often were meetings attended?

2. Is there positive or negative feedback?

3. Do I feel comfortable in doing this?

B. Serve as an International Center liaison with other University offices.

1. Was there positive or negative feedback?

2. Did I contact other offices as frequently as necessary?

VI. Personal Development

A. Remain current in the field of International Education.

1. Have I read appropriate journals?

2. Have I participated in professional conferences?

B. Acquire new managerial and administrative skills.

1. Have I participated in staff training workshops?

2. Have I taken useful courses?

BUILDING DIRECTOR

MAJOR AREAS OF RESPONSIBILITY

I RELATIONSHIP WITH AREA (C.A. STAFF) SADBDAM

II RELATIONSHIP WITH W.Q.

III RELATIONSHIP WITH IN-RESIDENT STAFF

IV RELATIONSHIP WITH W.Q. AND B/N RESIDENTS

V RELATIONSHIP WITH HOUSING SYSTEM

VI INDIVIDUAL GROWTH AND DEVELOPMENT

I Relationship with Area (C.A. Staff) SADBDAM

Obj. A: To build a rel. where I can receive and give help to and from other B.D.'s.

ER: Feel free to give and take help

ER: That I am perceived as a resource person by other BD's

ER: Feedback from BD's and Norm

Obj. B: To enrich relationship with A.M.

ER: Feel free to give and take help

ER: That I am perceived as a resource person by A.M.

ER: Feedback from A.M. and Norm

ER: Feel impact in W.Q.

Obj. C: To support Norm in his commitment to the entire system.

ER: Norm will say so

ER: BD's will say so

II Relationship with W.Q.

Obj. A: To improve maintenance in W.Q.

ER: Slim will say I've been helpful in the maintenance of W.Q.

ER: Fewer justified maintenance complaints from residents

ER: I will feel and see it's better

Obj. B: To increase student, BD and F.S. employees satisfaction with F.S.

ER: Fewer justified resident complaints

ER: Feedback from F.S. Managers

ER: Feedback from Kay that I am supportive and helpful

ER: F.S. folks feel supported by in-resident staff

ER: I will feel it

ER: Feedback from Norm that my relationship with F.S. is good

Obj. C: To increase student, BD and hskp employees satisfaction with housekeeping

ER: Fewer justified complaints from residents

ER: To be able to give feedback to Ms. Edwards

ER: That I am able to hear Ms. Edwards giving (if) genuine feedback and be responsive to her

ER: Housekeeping would improve

ER: Mutual feedback and support between Don and me - when appropriate

Obj. D: To work for excellence at the WQ main desk and mail room

ER: No justified complaints from residents

ER: Feedback from Millie that she feels part of the desk operation

ER: Betty tells me that the desk operation is better

ER: Joy will tell me she feels supported

ER: Full time desk clerks tell me they like their jobs

ER: Desk staff tell me they feel a part of the entire building operation

ER: I will see that the desk staff and residents have a good relationship

III Relationship with In-Resident Staff

Obj. A: To have the best in-resident staff ever in W.Q.

ER: Feedback from them that I am responsive

ER: That the in-resident staff receive very good evaluations from corridor residents, RD and BD

ER: Feedback from them that I am the best possible BD

ER: Feedback from them that I let them do their jobs with minimum interference

ER: Feedback from them that I am fair (even-handed)

ER: That the entire in-resident staff participate fully in quad-wide programming

ER: Some of the staff will tell me that this was the best experience they've ever had

IV Relationship with WQ and B/N Residents

Obj. A: To be responsive to the needs of the students

ER: Fewer justified complaints about any area of concern

ER: I have a good private relationship with them

ER: I will have an improved relationship with the athletes

ER: Decrease in inappropriate responses on my part to residents

ER: Feedback from residents that they see me as genuinely trying to do a good job

Obj. B: To decrease vandalism in WQ

ER: Vandalism decreases

ER: In-resident staff feels responsible and responsive to the problem

ER: Service staff feels less traumitized by it

ER: Residents will tell me they feel badly about vandalism

Obj. C: To be an effective Bldg. Dir. for Barbor-Newberry

ER: Feedback from in-resident staff and residents that they see me as effective

ER: I don't feel guilty

ER: Feedback from Norm that he sees me as effective with Barbor-Newberry

ER: I feel effective

V Relationship with Housing System

Obj. A: To be seen as a positive, contributing professional in the Housing office

ER: Feedback from Norm that I am

ER: I will feel valued

Obj. B: To be seen by the other Bldg. Directors as a positive, contributing professional

ER: Feedback from Kathie and Loretta that I'm being seen that way

ER: Bldg. Directors as a group have been effective and I feel that I've contributed to it

VI Individual Growth and Development

Obj. A: To pursue the possibility of getting an MBA

Obj. B: To increase my group skills

Cathy Costello - Career Planner | September - December 1975

OVER-ALL STATEMENT:

To be an information - giver and issue raiser on career choices for students.

MAJOR AREAS OF RESPONSIBILITY (MAR's)

1. Direct Counseling

Functions:

a. see students - walk-in and appointments
b. be a catalyst - question raiser with students
c. resource to students

2. Program Planning - Selling - Implementation - Evaluation

a. new b. ongoing

a. advisor to student program coordinators (Washington/New York Intern Programs)
b. talk with coordinators and evaluate 1975 programs
c. negotiate with program coordinator, objectives and strategies
d. work with coordinators, the development office, university officials and Career Planning & Placement to raise funds for Washington Program.
e. maintain funding report for Washington Program
f. maintian good publicity/public relations for the Washington and New York Programs (students/ Career Planning & Placement/University/alumni/ Washington offices)
g. evaluate summer orientation program
h. write up summer report
i. work with dorm staff members in setting up residence hall programs
j. Speaker for some residence hall programs
k. evaluate residence hall programs - fall semester
l. evaluate this summers' women's studies program for further planning
m. work with women's studies program in setting up small group discussions on career planning
n. work on updating Women's Resource Library

(cont'd)

o. work with Maryanne on plans for dorm programming, job finding workshops

p. be a facilitator for Job Hunting Workshops

q. work on department outreach programs

r. begin planning for general career planning course

3. Information Dissemination

Functions:

a. information resource to students

b. inforamtion resource to other staff - Career Planning & Placement

c. maintain and build file on Internship information

d. liaison with departments on internship information

e. liaison with students on internship information

f. sending information to other people on campus about Career Planning & Placement

g. writing publicity about some programs this office does (Job Finding Workshops, Registration)

h. mailing flyers

4. Office Responsibility

1. staff planning

2. clerical

a. organize information - setting up programs

b. doing programs

c. answer telephone inquires

d. filing my own stuff and rerouting around the office

e. typing letters - (my own)

5. Professional Development

Functions:

a. attend staff meetings

b. spend time on group dynamics/counseling approach

c. spend time keeping updated on new career information

d. attend pertinent conferences

Sylvia Haney

THE UNIVERSITY OF MICHIGAN

September 22, 1975

OBJECTIVES

Health Education Department

Fall Semester 1975

Long Range Goal: To have Health Service be a primary center for health education on campus and to improve the health education of students.

Major Areas of Responsibility (By December 31, 1975):

I. Data Gathering

II. Planning

III. Credibility (pilot programs - gyn clinic and Markley)

IV. Professional Development

I. DATA GATHERING

Objective A: To find out what the specific staff needs for health education are within Health Service.

ER: There will not be one supervisor whose name we do not know and whose needs we have not identified.

ER: We will know Dr. Anderson's ideas and priorities on educational needs.

ER: We will know the priorities of the Administrative Committee and the Medical staff.

Objective B: To find out what the specific student needs are for Health Education based on perceptions of Health Service staff and other contacts.

ER: We will feel comfortable in expressing what the primary student needs are.

ER: A card file will be created based on the data collected.

ER: Data begins to be redundant.

Objective C: To learn what other agencies are doing who are serving student health needs.

ER: that resources have been identified that we can bring in or collaborate with in the future.

ER: that we will be able to make necessary referrals.

Objective D: To gather external data about Health Education programs.

ER: (Nancy) I will know more about other agencies and resources and their programs which might be helpful in program design.

ER: (Sylvia) I will have created a card file of new ideas useful to planning.

ER: We are able to progress to the next phase involving planning.

II. PLANNING

Objective A: To know what the Health Education Department will be doing next semester within the framework of departmental goals.

ER: We will be able to write a report which is consistent with overall Health Service goals.

ER: Our plan for the semester is supported by those involved in its implementation.

III. CREDIBILITY

Objective A: To become known inside and outside of the Health Service.

ER: Other Health Service staff will contribute to items in the "column".

ER: Requests from Health Service and other staff indicate that they are clear as to our function.

ER: People are consulting with us more.

ER: We have more formal academic linkages.

Objective B: To demonstrate our skill by doing two pilot programs - one internal and one external.

ER: Gyn clinic staff gives us feedback that we have been helpful and they wish to continue our consultation.

ER: Markley staff is able to do the actual teaching but use us as consultant/advisors.

ER: We will know if either of these models is feasible in other areas.

IV. PROFESSIONAL DEVELOPMENT

Objective A: To attend all free conferences (local) from which we can learn something related to our job.

Objective B: To attend an outside conference related to job.

Objective C: To seek an academic appointment helpful to job.

Objective D: To achieve all of these objectives; work no more than 20 hours/week each, and to work on our dissertations.

Objective E: To become an integrated (effective) team.

ER: We feel that we communicate well.

ER: We discover our strengths and weaknesses.

ER: We can divide up the work equitably and maintain program continuity.

MAJOR AREAS OF RESPONSIBILITY

By December 31, 1975

MAR I: SUPPORT FOR KATHIE

Objective A: To learn more about what Kathie does and how she implements her work.

ER: I will have more insight into what I'm typing, and be better able to have a more effective filing system.

ER: As my awareness increases I will be able to ask questions of greater depth.

ER: I'll be better able to predict what Kathie needs, and help her to fulfill these needs.

ER: I'll still feel my work for Kathie is a learning, growing experience.

Objective B: To be an effective, efficient and supportive secretary.

ER: The scheduling I do for Kathie allows her to do her job well, with physical and emotional well-being.

ER: Kathie and I have begun work on a "tickler file" to help keep track of timing for OSS staff MAR's, evaluations, and MAR rewrites.

ER: Filed information will be readily available.

ER: I turn out typed work that is accurate, timely and aesthetically pleasing.

ER: Feedback from Kathie that I am effective, efficient and supportive of her as my supervisor and my friend.

MAR II: SUPPORT FOR THE VICE PRESIDENT'S OFFICE

Objective A: To be an effective, helpful and dependable member of the Vice President's office.

ER: That the Vice President sees me as dependable and willing to assist him in any way I am capable.

ER: I'm better able to figure out priorities of putting people through on the phone and in making appointments.

ER: That I have been helpful in integrating our new secretary by being affirming and supportive.

ER: Feedback from others in the office that they see me as effective, helpful and dependable.

Objective B: To learn more about what issues and concerns we deal with in the Vice-President's office.

ER: That I feel a genuine commitment to the students.

ER: I'll be a better resource for people who come into and phone the office.

MAR III: PROFESSIONAL DEVELOPMENT

Objective: To identify new skills that I can develop, and work on an on-going plan for my professional growth.

OVER-ALL GOAL: To be an effective, efficient, dependable member of the Vice President's team, and to learn and develop personal growth at the same time.

Nancy Desmond

Lino Mendiola, Chicano Advocate

OVERALL GOAL:

To expedite the development of Chicano students on this campus now and in the future.

MAJOR AREAS OF RESPONSIBILITY (MAR'S)

I Data Collection
--people linkages
--problem areas

II Information Dissemination
--communication

III Organizing

IV Direct Counseling and Involvement

V Professional Development

OBJECTIVES

I Obj. 1.

To have a complete up-to-date bank on Chicano faculty and administrators and prospective faculty and administrators at this University and others.

Measure: I'll know of some good resource people.

Measure: I got feedback from recruiters that information was available.

Measure: I got feedback from search committee members that information was valuable.

II Obj. 2.

To build a library of materials (published and unpublished) written by Chicanos about Chicano issues in order to be able to counteract misconceptions and stereotypes.

Meas: I have materials that are not centrally available anywhere else.

Meas: Students using materials ask more questions, seem more aware of what their heritage really is.

Meas: I get feedback from students showing that they recognize erroneous information.

Chicano Advocate
MAR'S

II Obj. 3.

To build a data bank on the history of financial aid and admissions on the level of specific departments, schools, colleges.

Meas: I have enough information to completely confront departments, etc. this fall on the issue of aid, admissions for Chicanos, into these departments.

III Obj. 1.

To build a strong effective Chicano University community.

Meas: Students can more effectively make decisions around Chicano issues without the advocate.

Meas: MECHA continues to grow and function over the summer.

Meas: There is a decrease in number of departmental and school organization and an increase in MECHA representation.

Meas: There is more communication between departments and MECHA leadership.

Meas: There are five LULAC locals on campus.

Meas: MECHA will have more influence in the larger non-student community as evidenced by increased activity on their part and involvement on the part of people in the community.

Obj. 2.

To complete the chartering of the learning center in order to provide Chicano students with a direct link to outside resources and organizations.

Meas: A proposal writing seminar has been held so that learning center staff have the skills necessary for beginning proposal writing.

Meas: Agencies, organizations, foundations that deal with or are sympathetic to the educational development of minorities have been identified.

Meas: Contacts within these agencies, organizations, foundations have been made.

Chicano Advocate
MAR'S

III Obj. 1.

To have the MECHA Newsletter be a broad-based instrument that will communicate information and methods of skill development.

Meas: I will have developed a committed editorial committee.

Meas: MECHA Newsletter has increased circulation inside and outside of the University (including Milan, Adrian, Chelsea, Dexter, Monroe, Jackson prisons, and Detroit).

Meas: Field placements have been identified for students in new areas as a result of newsletter circulation.

Meas: There is an increase in requests by committee people for assistance from MECHA.

Meas: MECHA has received some invitations from other universities for speakers.

Obj. 2.

To use communication devices to increase employment opportunties for Chicano graduates.

Meas: Lists of summer Chicano graduates and their areas of study have been disseminated to universities, organizations, foundations, etc.

IV Obj.

To help students deal with their problems by having them become actively involved in the solution of the problems.

Meas: I have referred students to student committees created to deal with specific problems and got feedback from students that this was helpful.

V Obj.

Develop my public speaking skills and attain more capable counseling skills.

FUNCTIONS

1. Monitoring programs dealing with Chicanos -- i.e., C.U.L.S. -- talking with students (clients), personnel, getting data and statistics.

Chicano Advocate
MAR'S

2. Establishing rapport with people in programs (building relationships).

3. Disseminating information on programs to Chicano community; solicit writing of information for newsletter; supervise printing and circulation.

4. Build file on Ph.D.'s, M.A.'s (Chicano), information bank for recruiters and contact students.

5. Meet with recruiters to give them information in bank.

6. Correction/verification mailing.

7. Get feedback from contacts through MECHA Newsletter.

8. Evaluate with recruiters their efforts in recruiting.

9. Develop instrument for evaluation purposes.

10. Update file after evaluation with recruiters.

11. Disseminate recruiter's information through MECHA.

12. Read other University newsletters.

13. Share information with other Chicano communities information bank.

14. Finish charter for learning center.

15. Work with learning center students to identify foundations/corps in Michigan.

16. Help writing proposals for L.C.

17. Supervise the setting up of proposal writing seminar.
    --Speaking/consulting on other campuses.
    --Serve on Affirmative Action committee
    --Serve as resource to Advocacy committee

18. Contact LULAC and GI forum about C4 fed charter and put students in contact with these resources.

19. Do political machinations with LULAC; build political base to get C4, C3 charter.

20. Building central core of students politicizing, advising, educating, giving them feedback--teach groups of them planning skills, problem-solving skills, identification of problem.

Chicano Advocate
MAR'S

21. Identifying students' strengths and weaknesses.

22. Plugging students in where their strengths can be maintained.

23. Identifying problems, i.e. financial aid, admissions, racial, Chicano students, faculty and staff have.

24. Counseling one-to-one where needed.

25. Responding to mail and telephone calls.

26. Keep MECHA together.
--hold elections
--make sure money is available
--meet with executive committee of MECHA
--get MECHA grads and undergrads together to build relationships
--confront members as appropriate
--get graduate organization people together and get them to help each other
--do problem-solving and help others to solve problems
--meet with Chicano administrators to do problem-solving

MAR I - Internal Co-ordination
ADMINISTRATIVE MANAGER
STUDENT HEALTH SERVICE

List of Functions

Objective A: To develop a more effective way of coping with the freeze.

ER: All functional administrative positions will be covered.

ER: Most of the affected department heads will be satisfied with the arrangements.

ER: The freeze will not be affecting our level of service/

Objective B: To help the Health Service staff become more goal-oriented.

ER: More of the staff respond in goal-oriented language.

ER: Tom and Ed will have become educated in the process and have committed themselves to writing (or have written their MAR's.

ER: I was able to plan and write the Annual Report in a goal-oriented format, based on the six month reports.

ER: Tom, Ed and I are clearer about our roles and are able to communicate it to Dr. Anderson and the Health Service staff.

Objective C: To facilitate smooth planning and implementation of activities relating to the Joint Com mission Survey.

ER: All of the necessary forms and documents were available during the Survey.

ER: All of the appropriate personnel were aware of their personal obligation.

ER: I'll feel that any problems that arose were beyond my control.

Objective D: To do my part in making Health Service as safe and healthful as possible.

ER: We will have shown improvement in the status of the facility by complying with 50% of the State Fire Marshall's requests.

ER: We will have shown improvement in the status of the facility by complying with 50% of the MDPH facilities Surveyor's requests.

ER: I have developed a plan to bring the housekeeping functions under the direct control of the Health Service administration.

MAR II - Policy Development

Objective A: To set more effective policy in the areas under my control in order to increase the general quality of care.

ER: The areas under my control will receive approval from the Joint Commission.

ER: Everyone affected by policies will understand the policies and be able to comply with them.

ER: I will feel I have responded appropriately (non-sporadic) to situations involving formulation of policy.

MAR III - External Liaison

Objective A: To effectively represent Health Service in areas that affect us.

ER: We had a part in decision-making.

ER: Other Administrative Committee members are aware of what is happening on committees I'm serving on.

MAR IV - Direct Supervision

Objective A: To help my staff become more goal-oriented.

ER: They were able to sit down and write their MAR's.

ER: The staff is more often able to respond to assignments in goal-orientėd language.

ER: After the staff are clearly aware of the nature of the assignment, they don't need close supervision.

Objective B: To become knowledgable about each staff person's work style in order to assign work more effectively.

ER: They had completed the personal profile.

ER: When I gave work assignments, the job was done on time and the individuals involved had been able to work together well without hard feelings.

ER: When I made assignments, I felt confident in whom I had assigned it to.

MAR V - Professional Development.

Objective A: To develop a way to increase my skill in working with unions.

Strategy: To attend labor relations seminar.

Strategy: To hold a labor relations seminar in Health Service.

Objective B: To develop my skill and knowledge in implementing an MBO system in a health service.

Strategy: To continue to educate people and implement a system here.

Strategy: To be able to talk to other people who are involved in implementing MBO outside the Health Service who can talk process objectively.

FUNCTIONS (by July 1)

(1) Get Ready for Survey

- Fill out questionnaire (done)
- Get standards xeroxed and passed out to department heads
- Prepare list of what is needed
- Give every department head a list of what is required for the department
- Write cover memo
- Make phone call to each department head
- Meet with anyone who needs help.
- Decide who should be present during different segments - set up schedule.
- Check sachedule with Dr. Anderson
- Make sure that there is consumer input into survey
    - Get signs posted by someone
    - Decide what should be on the signs
    - Monitor the process of getting students
- Schedule meetings during Survey with various department heads, physicians and nurses.
- Monitor writing of new policies and procedures.
    - Monitor that new policies and procedures are being acted upon
    - Get Procedure Manual updated and distributed a ask for changes - rewrite based on changes.

(2) Michigan Department of Public Health licensure

- Fill out form
- Look at engineer's requests and decide what needs to be done to comply
- Make contact with appropriate person/people, either inside or out
- Make arrangements to get things done.
- Make a report to Michigan Department of Public Health stating what we have done.

(3) Develop a more effective way of coping with the freeze.

- Determine the needs for personnel - ask each department head what problems are or will be
- Figure out restrictions put on us.
    - Based on these, identify problem areas
    - Determine priorities and decide on what recourse we have to solving those problems
- Generate proposals, reports, etc. to solve problems - send to people who can do something about it.

(4) Develop a way to effectively work with unions (UAW, AFSCME, MNA)

- Attend some type of seminar on staff and union relations
- Set up 1-1/2 hr. seminar for supervisors on staff and union relations
- Gather data for myself on how knowledgeable supervisors are and what their problems are.

(5) Help my staff learn how to work in my system.

- Set up some educational meetings.

(6) Supervise Personnel Director, Medical Records Manager, Supervisor of Secretarial Services.

(7) Get my staff to take a personal profile as an educational tool.

- Let staff know me better and myself know them better.

(8) Help my own staff become more goal-oriented.

- Have them write MAR's and objectives
- Share my own with them

(9) Work to ge more role definition of the administrative staff

- Bring Tom, Ed and myself together to discuss it
- Get each of us to write MAR's and objectives
- Share with each other and get ready to negotiate with Dr. Anderson

(10) Prepare Annual Report

- Collect information from department heads
- Tie information into goal statement.

(11) Serve on OSS Affirmative Action Committee

(12) Serve on Washtenaw County Medical Emergency Services Health Council

(13) Attend OSS Director's Meetings on request of Dr. Anderson.

(14) Serve on other committees as requested.

(15) Attend Administrative Committee meetings.

(16) Attend Administrative Interdepartmental Meetings.

(17) Attend Infection Control and Safety Committee meetings.

(18) Set up and attend ad-hoc meetings as appropriate.

(19) Take on special projects as assigned by Dr. Anderson - mainly information gathering and policy formation.

(20) Disseminate information as appropriate.

(21) Supervise Informational Services (INPUT).

(22) Answer correspondence from other institutions.

(23) Fill out forms, questionnaires, etc. from other institutions —information for them - or get them filled out.

(24) Fill out forms for national directories.

(25) Space Analysis and Utilization.

- Assess needs
- Develop priority system based on needs
- Think about design- make decision on what we want
- Get estimates from Engineering Services
- Decide on what construction we will do, based on estimates
- Decide where money will come from
- Go ahead.

(26) Set up student physical examinations.

- Negotiate cost
- Negotiate when and where
- Hire personnel to staff exams and negotiate salary
- Monitor process of exams

MAJOR AREAS OF RESPONSIBILITY
WOMEN'S PROGRAM COORDINATOR

By November 18, 1975

MAJOR AREAS OF RESPONSIBILITY

I. Program Planning and Evaluation

II. Services to Constituents

III. Administration

IV. Advocacy

V. Professional Development

I. PROGRAM PLANNING AND EVALUATION

<u>OBJECTIVE A</u>: To do orderly and responsive planning

EXPECTED RESULT: We have a format to assess programming needs

ER: After each planning session we have an agenda for the next meeting, and have contracted for the work that needs to be done

ER: We receive positive feedback from participants and co-planners that they could opertate within the plan to accomplish our mutual goals

ER: I was satisfied with the number of people involved

ER: There was an outcome for what we did that was in line with what was planned

<u>OBJECTIVE B</u>: To do on-going office evaluation in order to assess the effectiveness of our planning

ER: We have taken the time to do this evaluation

ER: We have checked our outcomes with our original objectives

ER: We are able to shift our activities based on the priorities set through periodic reviews

<u>OBJECTIVE C</u>: To plan programs that can run without us

ER: The programs could go on without us

ER: Other people take responsibility for programs

ER: We don't do unnecessarily repetitive work

<u>OBJECTIVE D</u>:	To provide short term programs where that activity fits our goals
ER:	I'm always clear about why I'm running a group
ER:	I see more groups running programs related to issues that relate to our office
ER:	I have produced and distributed materials to help groups run their own programs
<u>OBJECTIVE E</u>:	To effectively coordinate the activities of groups that work with women
ER:	We know what other groups are doing on campus
ER:	Groups know what other groups are doing
ER:	We have helped to facilitate these groups to work together

II. SERVICES

<u>OBJECTIVE A</u>:	To be an effective referral
ER:	We have an up to date file of contact numbers
ER:	We are able to provide a referral for people who call
ER:	I get a minimum of negative feedback regarding referrals
ER:	I have a contact person in the major University units to which I refer people
<u>OBJECTIVE B</u>:	To be knowledgable about women's programs locally and nationally
ER:	We have sufficient up to date information about major activities relating to women on this campus
ER:	To have up to date information about major conferences, issues, and programs on the national level that relate to the issues we're working on at the University of Michigan
ER:	The material is organized so that it can be located
<u>OBJECTIVE C</u>:	To be an effective and supportive first contact for women

ER: We are able to assess the needs of individual women who contact us

ER: The women are clearer about what their options are

ER: We didn't do anything for them that they could do for themselves

ER: We didn't duplicate work of other agencies unnecessarily

III. ADMINISTRATION

<u>OBJECTIVE A</u>: To run an orderly, efficient, responsible office

ER: We respond to phone messages, letters and verbal communication in a timely fashion

ER: We have adequate, orderly records of the transactions in which we've been involved

ER; We have current, functional files

<u>OBJECTIVE B</u>: To be a responsible, facilitating supervisor

ER: The office is running efficiently--work isn't falling between the cracks

ER: There is on-going feedback from supervisees that they understand what I expect from them

ER: I am aware of what supervisees goals, needs, and abilities are in relation to the job

ER: We have mutually negotiated activities and evaluated results

ER: Supervisees feel free to initiate ideas for projects

<u>OBJECTIVE C</u>: To be a responsible SOS staff person

ER: I've assessed needs for staff development and worked with others to respond to these needs

ER: I am knowledgable about the major areas of responsibility, skills and services of others in SOS

ER: I know who to consult with on specific issues

ER: I am able to respond appropriately to things that need to be done for OSP and OSS

ER: I can balance my office priorities with my staff responsibilities

IV. ADVOCACY

OBJECTIVE A:	To work to effect change in the system where necessary
ER:	We're clear when we should act and when we shouldn't
ER:	We act based on an understanding of the channels
ER:	We act based on knowledge of the current state of the University
ER:	We are alert to patterns and have the data to back it up
ER:	We know when to refer to other areas instead of acting ourselves and can work with those areas

V. PROFESSIONAL DEVELOPMENT

OBJECTIVE :	To be aware of what professional development is, what it means for women, and what it means for me
ER:	I've assessed what I need
ER:	I've availed myself of all the skill development I can get
ER:	I can translate that to my work

Mrs Fitchett - Food Manager - E. Quens
Negotiated 9/19/75

By April, 1976

I EQUIPMENT

Functions:
- Supervise people using it
- See that they're in condition to use
- Get it repaired by checking with maintenance
- Project ahead to what we might need
- Be knowledgable about new equipment possibilities that might be more effective
- Be knowledgable about how to use new equipment
- Do inspections of equipment

Objective A: To have a smoothly functioning kitchen and to keep informed as to breakdowns and repairs

ER: I know what machinery is not operating and when repairs take place (either through maintenance or my own staff).

ER: I try to convince Slim of the importance of regular check-ups and I get Kathie's help in that

Objective B: To increase my knowledge about new equipment ideas and to learn how decisions are made about what to buy.

ER: When I learn about new equipment, I will know whether we can get it and how to get it (what channels to go through)

ER: I'll have worked out a way to be notified whether I can get the equipment

II BUDGET

Functions:
- See that food costs are figured and monitered
- Either supervisors or I call it in to Mrs. Giles
- Work on menus alone and with supervisors
- Planning vegetarian offerings within budjeted money

Objective A: To run a good Food Service within Food Service budget

ER: I understand the over-all operating budget

ER: I know how much I have to operate with and what it means when we over-spend

ER: I am able to feel good about what we're doing financially

ER: Supervisors are also knowledgable about the budget and feel good about where they are

III SUPERVISION

Functions:
-Interview transfers
-Interview new people as needed
-Work with student employees when needed
-Delegate work areas to supervisors
-See that work is done
-Get labor relations up - grading for supervisors
-Arrange training experiences that will help supervisors grow in their jobs
-Evaluate supervisors

Objective A: To increase our knowledge about union contracts

ER: We make less mistakes

ER: We feel more sure of ourselves - more self-confidence

Objective B: To build a good team out of the 3 supervisors and me

ER: We're doing more creative planning together to meet student needs

ER: We get positive feedback from students

ER: We all feel good about our jobs

IV COMMUNICATION

Functions:
-Meet with student employees as needed
-Meet with staff
-Talk to students in dining room
- Meet with Building Director
-Meet with RC people
-Meet with RDs and RFs

Objective A: To be more knowledgable about student needs as a whole

ER: We get positive feedback from students that we're meeting their needs as much as possible

ER: We're able to plan programs more confidently and more creatively

ER: We get positive feedback from RC

ER: We get positive feedback from Kathie

Objective B: To develop better relations with staff

ER: Better quality in food service

ER: Staff understands what we expect of them

ER: New people are informed and trained

V FOOD QUALITY

Objective A: To do everything I can to get a third supervisor

ER: I'd feel more satisfied and feel like I was doing a better job

ER: I have more time to do overall planning

ER: I don't have to cover the kitchen as much

Objective B: To continue to increase the commitment of the staff to producing eye-appealing food with a special focus on the vegetarian meals this year

ER: The food would be eye-appealing

ER: Staff would feel good about what they put out'

ER: I'd feel better about giving them results on how it looks and how they're doing

ER: We get positive feedback from students about the vegetarian meals

Objective C: To respond to the needs for daily protein at the same time as responding to needs for vegetarian food

ER: I've developed menus that give vegetarians the protein they need daily

ER: Positive feedback from vegetarians

ER: Non-vegetarians still have enough to eat

VI FOOD EDUCATION

Objective A: To educate students and staff on ecology

ER: Less food wasted on trays

ER: I get permission to implement some kind of a tasting plan.

ER: Staff is initiating more ideas of their own and using the feedback they get

ER: Staff's behavior shows that they're more knowledgeable about what they can do for ecology

VII SANITATION

Objective A: To have the staff and students more knowledgable about the importance of sanitation

ER: They would show their knowledge in their appearance

ER: Staff would be conscious of areas that needed attention and would know what to do about it

ER: The appearance of the whole area will show their commitment

VIII Professional Development (Mine)

Strategies:

-Increase writing skill
-Attend supervisory skills seminar at University Training and Development Center
-Get more feedback as to how we're doing from Kay and Norm

OVERALL GOAL:

To be an effective, responsive, innovative supervisor of Food Service at East Quad in a 40 hour week

Phil Royster, Resident Director, W. Quad-Allen Rumsey House

Major Areas of Responsibility by April 30, 1976.

I. SUPERVISE STAFF

Objective 1: To be an effective, supportive, strong leader for the staff.

ER: Feedback from most of the staff that I was helpful to their growth in their jobs as R.A.'s.

ER: During the course of the year, the staff is more and more able to come up with innovative ideas on their own and implement them.

Objective 2: To work with the staff to develop plans to meet some of the social and academic needs of the residents of Allen/Rumsey and all of us implement the plans.

ER: Feedback from the residents on their evaluation that the programs we did were geared to their needs.

ER: Ideas for programs came from all of us, not just a couple of us.

Objective 3: To build a supportive team with the staff and me.

ER: We are able to call on each other for help.

ER: We are better able to give each other both positive and negative feedback in both crisis and non-crisis situations.

II. PLANNING-W. QUAD

Objective 1: To work with the other RD's to develop programs to meet the training needs of an in-resident staff.

ER: I feel good about the program I did.

ER: Feedback (evaluation) from in-resident staff that they learned from the programs.

Objective 2: To be able to have a support group among us RD's.

ER: We are able to ask each other for help and give help in meetings (be more than just a program resource for each other).

III. COUNSELING (DIRECT SERVICE)

Objective 1: To be an adequate resource for referral for residents.

ER: Residents who come to see me have a sense of direction about how to solve their problems when they leave me.

IV. PROFESSIONAL AND SOCIAL DEVELOPMENT

Objective 1: To be accepted in a good law school (here or Chicago).

ER: I am.

Objective 2: To do what is needed to be done to maintain my mental and spiritual health.

ER: I'm functioning in the church.

ER: I'm at peace with what's going on in my life.

ER: I'm able to maintain a healthy relationship with the one I love.

Learning objectives for Winter Term 1975

Bernadette Malinoski

Goal: To do whatever Kathie and I see as necessary to build my sense of confidence in acting on my own.

Obj. 1: To develop a better sense for exactly where my strengths and weaknesses lie with respect to diagnosis and intervention on interpersonal, intragroup, and systems levels and to develop some plans for exercising the strengths and improving on the weaknesses I identify.

Meas.: I could state to Kathie in an on-going way specific strengths and weaknesses I had identified.

Meas.: I could suggest some specific types of activities through which I could work on the strengths and weaknesses identified.

Meas.: I would sometimes choose challenging activities over ones that I'm more comfortable with.

Strat.: Sit in on meetings of staff facilitators and managers at several levels to give feedback on process and make suggestions for intervention.

Strat.: clinic with Kathie and other staff facilitators about my strengths and weaknesses in the areas of diagnosis and intervention.

Obj. 2: To develop a better sense for what being a manager entails.

Meas.: I would have identified my own potential style of management.

Meas.: I would have developed a theory of management and could articulate how I would put it into practice in specific situations.

Strat.: Attend Personnel's five day basic supervisory course.

Strat.: Talk with experienced managers in Student Services, especially Housing.

Strat.: Clinic with Kathie and Jane on my learnings from the basic supervisory course and interactions with managers.

Obj. 3: To improve my ability to diagnose and intervene appropriately in organizational systems.

Meas.: I would have formulated some diagnoses of systems problems and had the accuracy of the diagnoses confirmed by Kathie.

Meas.: I would have helped to develop some possible solutions to problems of information sharing among the subdivisions of the Office of Student Services.

Meas.: I would have made some specific suggestions and helped to develop plans for implementing MBO in the Office of Student Services with Kathie confirming the usefulness of what I did.

Meas.: I would have done some MBO implementation sessions on my own and have received positive feedback from the individuals involved.

Strat.: Clinic with Kathie on systems problems using case studies.

Strat.: Attend meetings of the OSS Needs Assessment Co-ordinating Committee.

Strat.: Clinic with Kathie on the status of MBO implementation in OSS.

Strat.: Volunteer my services to individuals wishing to work on setting job objectives.

CENTRAL CAMPUS HOUSING AREA GOAL STATEMENT

1975 - 1976

MAJOR AREAS OF RESPONSIBILITY

I. Relationships Within Central Area Staff
II. Relationships To Others in Organization
III. Relationships To Consumers
IV. Individual Growth/Goals (Professional Development)

I. Relationships Within Central Area Staff

A. To extend the team to all area staff persons. (to build relationships throughout the area of the sort that exists among Area Managers, Building Directors, Sharon and Norm.)

B. Increase awareness among area staff on all levels of their importance to the achievement of our goals.

C. To strive to instill in all area staff the motivation to achieve excellence.

II. Relationships to Others in Organization

A. To build a consciousness that what we do reflects and represents others in the Central Area.

B. The Central Area staff present itself as valuable, effective, worthwhile, proficient (as we are).

C. Each of us see as part of our job (worth to the operation) being change agents- (be effective, serve on committees, make proposals versus bitch, be committed to the rest of the housing system, feeling responsible for housing = concerned about its policies, etc.)

III. Relationship to Consumers

A. Present ourselves as the professional Housing administration we are.

B. Project ourselves as showing real individual respect, care and concern for our residents.

C. We act and do in such a way as to reflect to students the way the real world operates - don't teach them untruths - such as all things are possible, or can be controlled by them. That we do our own jobs with clarity about our goals and share them honestly with students.

D. Attempt to accurately assess student needs and desires. To be proactive and to do effective forward planning.

E. Ed staff given clear and real sense of their job - what reality is.

F. Provide training and development so that each Ed Staff member maximizes their potential - know their job and what's expected of them.

G. We create an atmosphere wherein students and service staff persons respect and care about each other.

H. Provide for basic needs of students to the extent that they can develop educationally, socially, and personally.

J. Residents feel that our halls are a pleasant place wherein to reside.

IV. Individual Growth/Goals (Professional Development)

A. Provide the potential for professional - personal development to all levels within the area.

B. Provide people the opportunity to become involved in setting their goals and means of measuring the results.

C. Provide an atmosphere wherein a mistake made is used to improve the individual.

D. Reward creativity, good work, new ideas rather than stifle them.

E. Provide personnel honest sense of their potential for advancement.

F. Do real evaluations and give honest feedback.

What we need to do to assess how well we are meeting our goals:

1. meet in mid-August to assess how we are doing and how realistic they are.

2. write and negotiate our individual goal statements with an eye to these goals.

WHAT WOULD EXCELLENCE FOR AN AREA STAFF LOOK LIKE?

- Allow for eccentricities of those around us.
- Understand the relationshp of area to rest of the system and embrace reality of that
- Everybody in staff respect each other and cares about each other.
- Understanding of differences in perceptions of excellence
- Understanding of each of our jobs and acceptance of overlapping
- Caring about individual jobs and being good at job.
- Honesty with one another
- Decisions should be made for people
- People oriented administration
- Everyone aware of what Housing's purposes are
- Consumers see us as liking our job and trying to do a good job.
- We are change agents in broader organization
- Not provincial in our outlook
- Striving for excellence without downgrading others
- Be models for this type of attitude
- Able to give and receive constructive critism
- Service staff feel they are vital contributions to what we are doing.
- Students respect service staff roles
- Services operating so well that we can'move beyond that to implement programs to aid growth and development of students
- We administer our jobs with clarity about our goals
- We all feel freedom to pursue professional development or areas of interest
- Constantly asking "How can we do better?"
- Affirmative action is done realistically
- We assess the needs of our consumers rather than assume we know
- Atmosphere where it's ok to make mistakes
- A place where creativity is rewarded
- A climate where regular and honest feedback is able to be given and received
- An atmosphere where people determine their own goals and strategy and measure the results.
- We would not need to us as many "us" and "thems"
- Buildings clean, well-maintained.
- Food service at a high level of quality within financial, equipment, personnel, parameters.
- Staff people are not parochial about their own area

Help is seen as helpful

- Actions were based on understanding how it affects other staff
- Trusted, respected, recognized by larger organization
- Our contributions would be values and sought by larger organization
- We present ourselves as effective and valuable
- We are politically wise
- We wouldn't have to use central office as scapegoat

AREA STAFF:

- In-residence staffs and service staff would have high morale and feeling of self-worth
- Students are satisfied.
- People with an interest in promotion have the opportunity to increase needed skills
- Athletes are not stereotyped as problems.
- No group is stereotyped. People treated as individuals
- We are administering in a proactive manner
- We are an integrated accepting staff
- We don't lose sight of the whole needs area to serve the squeaky wheels (forest and trees)

PROGRAM OBJECTIVES

EP&C WINTER '75 PRIORITIES AND OBJECTIVES

I. MODULE: SCHOOL AND COLLEGE CONSULTATION

Program: Law School Orientation Training

Description: A 6-8 week program provided to a group of about thirty 1st and 2nd year law students who will design and lead an on-going orientation program for next year's entering class.

Staff: Bart and Tom to coordinate and plan. Other unit and adjunct staff to supplement.

OBJECTIVES:

1. To train a staff of about 30 orientation leaders who are competent to run fall '75 orientation groups.

   Measure: That the training program occurs and that the participants and the trainers are satisfied with the level of competence of the potential leaders at the end.

2. To provide an orientation program that will have a high probability of countering the isolation of 1st year law students.

   Measure: That the program is designed with our input as an on-going group and is run in Fall '75.

II. MODULE: DEVELOPMENTAL GROUPS

Program: FOCUS Groups

Description: A program of growth-oriented groups with trained leaders.

Staff: Marvin to coordinate other C.S. and adjunct staff to lead groups.

OBJECTIVES:

1. To increase utilization of group-focused mutual support models in the program.

   Measure: That leaders are encouraged in this style through consultation, clinicing and training meetings.

   Measure: That some groups will feel able to continue at the end of the term as leaderless groups.

Program: Leaderless Support Groups - Thesis Support (piloted through FOCUS).

Description: A program of small leaderless groups, augmented with start-up and consultative help that will support members through the practical and emotional problems of personal goal attainment (in this case the completion of a doctoral dissertation).

Staff: Tom and Sally McCree to coordinate, other C.S. staff to serve as consultants.

OBJECTIVES:

1. To provide a test for the model of leaderless support groups.

   Measure: That the groups were run and fully evaluated.

III. MODULE: HOUSING STAFF TRAINING

Program: Evaluation and planning AMFI (A"Many Fingered" Intervention)

Description: To work with R.A.'s who participated in the Crisis Training and other relevant people and groups (B.D.'s, Kathie Dannemiller, etc.) to clarify our role in training and support efforts to improve the role and training of Residential Staff.

Staff: Janie to coordinate re: training; Tom re: research and evaluation; all other unit staff to participate in planning and tasks as they are defined.

OBJECTIVES:

1. To clarify and define our role or non-role for the unit in the training of R.A.'s that can have a useful aspect.

   Measure: That by the end of the semester we have a clear direction established for future work with Housing.

2. To work toward improvement in the role and skills of in-residence staff.

   Measure: That what we have learned about problems and potential solutions is shared constructively with those within and outside the housing system who could have an impact on it.

Program: Staff Training Workshops

Description: A limited number of one-shot counselor training workshops will be provided to requesting dorms. A continued but limited involvement with Mosher-Jordan.

Staff: Janie to coordinate. Other C. S. and unit staff as needed. (Jane and Marvin to work with Mosher-Jordan)

OBJECTIVES:

1. To keep some involvement in the delivery of training to housing staff and to honor our previous committments.

   Measure: That we provide at least 5 such programs.

IV. MODULE: RESEARCH AND EVALUATION

Program: Need Assessment

Description: Analysis of existing data from the Drug Education Survey.

Staff: Tom adjunct staff (Herb, Coders, etc.) and other unit staff as needed.

OBJECTIVES:

1. To have access to materials in the Drug Education Survey that are relevant to assessing student needs for programs.

   Measure: That the relevant sections are analyzed and a report to C.S. staff is written.

V. MODULE: SEXUALITY

Program: Gay Hot-Line Staff Training and Consultation

Description: Assistance in the development of training program for Gay Hot-Line staff.

Staff: Alice Bron to coordinate; external; Jim Toy and Len Scott; internal; Debby, Bill O'Dowd.

OBJECTIVES:

1. To establish a quality training program for Gay Hot-Line Staff

   Measure: That the program is done and positively evaluated by participants.

VI. MODULE: DRUG EDUCATION

Program: Alcohol Education

Description: Steps toward preparing ourselves for an effort at alcoholism prevention by learning about the area.

Staff: Tom and Janie

OBJECTIVES:

1. To be knowledgable about alcohol addiction and existing prevention approaches.

   Measure: Members of the staff will see the alcoholism tapes, study related material and maintain liason with the Washington center.

VII. MODULE: CONFERENCES

Program: APGA

Description: Unit members will present a session at the annual APGA CONFERENCE on need assessment methodology with relation to the EP&C program.

Staff: Herb and Tom to coordinate, Jane and Bart to participate.

OBJECTIVES:

1. To share some of our experience with other professionals and to work together to conceptualize what we have learned.

   Measure: That we make the presentation and produce some written products that are useful to us beyond the conference.

PROGRAM EVALUATION REPORT

BASED ON OBJECTIVES

EP&C WINTER '75 REPORT

I. Module: School and College Consultation
Program-Law School Orientation Training

A seven session program was provided to about 35 first and second year law students. Sessions focused on skills of group leadership and communication and also on the actual planning of an orientation program. Participants generally evaluated the training program as worthwhile and felt prepared to run the actual orientation group (evaluation data will be available as part of a more specific report on the program in Fall '75). The orientation as planned by the group consists of three days of input and discussion with an option to continue in ongoing support groups. We will be evaluating the effect of the program in the Fall. Involvement with the Law School will continue next semester to support the extension of student support systems.

II. Module: Developmental Groups
Program-Focus

Seven groups were offered in the Winter semester; Mens Group, Women's Group, Couples Group, Thesis Support, Recently Divorced People, Black Graduate Students, and States of Conciousness (including EMG training). Sixty-six students participated as members. The Focus coordinator was successful in influencing the leaders in employing a more interaction-centered model. Evaluation data and recommendations for the future of Focus will be available in a separate report in September, '75. Several groups have continued to meet informally. The effect of these continuations will be evaluated if data can be obtained.

Program-Leaderless Thesis Support Groups.

An evening start-up program was run which resulted in the creation of two leaderless groups. An additional group was started later as a result of inquiries. Last semester's Thesis Support Group continued on a leaderless basis. Groups have continued and member satisfaction seems high. It was felt that a formal evaluation should be postponed until the groups had met for a bit longer than their current duration.

III. Module: Agency Development
Program-C.S.--M.H.C. Merger

As part of their EP&C committment, two staff members devoted considerable effort to work with the Resource Allocation Committee on a plan for job assignments in the merged agency. Several presentations were made to various staff groups of the EP&C unit and the Outreach perspective. Additional time was spent in producing various documents to clearly articulate this perspective as it relates to program design and resource allocation in the new agency.

IV. Module: Housing Staff Training
Program-Evaluation and Planning of EP&C Involvement in Housing.

A number of evaluation meetings were held with the EP&C staff and data was processed from several sources including the Drug Education Project evaluation, staff members in Housing, and the evaluation of the Crisis Course. Based on this data a report was written entitled "Training Needs and Roles of Resident Advisors." The report was distributed to Central Housing staff, Building Directors, and Resident Directors. Two EP&C staff members participated on the Housing Staff Selection Committee in an attempt to present the findings of the study and influence the direction of development of Housing staff.

Program-Staff Training Workshops

Suicide Prevention and Crisis Intervention Workshops were provided in three residence halls. An on-going consultation consisting of monthly staff meetings, case consultation sessions, and organizational consultation with the Building Director was continued at Mosher-Jordan Hall.

V. Module: Research and Evaluation
Program-Need Assessment

During the past semester, several steps were taken to share relevant data from the Drug Education Project Survey. An index to the study was prepared and distributed via the OSS Need Assessment Coordinating Committee. An article entitled Changing Patterns of Substance Use on Campus; A Four Year Follow Up Study, by Kopplin, Greenfield and Wong, was accepted for publication in The International Journal of the Addictions. Work was done toward the completion of analysis of the sections on "problems and concerns" in the survey data. In addition, a proposal for funds to complete the analysis of the data was accepted by the Vice President for Academic Affairs.

In addition to the above research work, energy was devoted to program evaluation on major EP&C projects and analysis of the 76-Guide evaluation study.

VI. Module: Sexuality
Program-Gay Hot-Line Training and Consultation

Organizational consultation and assistance in the development of staff training sessions was provided to members of the Gay Hot-Line staff.

VII. Module: Conferences
Program-APGA

Three unit staff members were involved in the preparation and presentation of a symposium at the Annual American Personnel and Guidance Association Conference, entitled; Student Need Assessment: Models, Findings, and Practice. The session was attended by about thirty-five delegates and was well received. In conjunction with the symposium, a packet of materials related to need assessment and EP&C was prepared and is available for additional use.

VIII. Module: Drug Education
Program-Alcohol Education

Contact was maintained with the Washington people who attended a meeting of EP&C in the fall semester. We were unable, however, to put any significant energy into this program this semester.

OVER-ALL GOAL FOR BUILDING DIRECTORS GROUP

Work together as a group of individuals, recognizing and sharing all of our differences and our resources, and developing all of our potential to be effective in our own buildings and in Housing as a whole, by:

1) Learning
2) Supporting
3) Having fun
4) Sharing with each other

OBJECTIVES FOR 1975-76
By June 1, 1976

MAR's: -Training
-Rel. with each other
-External rel.

MAR I: Rel. with each other.

Objective A: To develop open communication within the group.

ER: We feel comfortable giving feedback, positive and negative, to each other.

ER: We feel comfortable receiving that feedback from each other.

ER: More of us are initiating new ideas, and we are open to new ideas.

ER: Increase in number of times we communicate with each other outside of meetings.

ER: We get better as a group at identifying when we're not communicating.

Objective B: To build a cohesive and not a coercive group.

ER: We wouldn't make negative judgments about people who aren't here.

ER: People would notify someone when they couldn't come.

ER: People who do not attend regularly will come to some meetings or send a note.

ER: Each of us feels responsible for sharing information with people who don't attend regularly or who can't come to a meeting.

ER: If we can't come to a meeting, we will feel missed but not judged.

MAR II: Training

Objective A: To develop a systematic approach to our own training based on our own needs.

ER: By October we have in fact identified what our needs are.

ER: We acted on those needs by planning how to meet them.

ER: The plan does in fact meet some of our needs.

ER: We will be able to use the training/new skills in our jobs.

ER: We had asked for financial support for training where needed.

Objective B: To identify and use internal strengths and skills in the area of our training.

Objective C: To realize our own responsibility to work on our own professional development.

ER: We are supportive of each other in "tooting our own horns."

ER: At least one of us has written a proposal or article and was supported by us all.

Objective D: To work toward Housing's philosophical acceptance of the validity of professional development.

ER: Letters documenting training are put in peoples' files.

ER: During evaluation, supervisors will be recognizing our development - or we do something about it.

MAR III: External

Objective A: To elicit the support of Area Directors and Central Office for the systematic training of B.D.'s in areas which B.D.'s as a group have identified.

ER: We as a group are supportive of both group and individual training.

ER: We as a group will push the organization to support an individual need for training.

ER: We had asked for financial support for training when needed.

ER: We felt supported by Area Directors for the time spent in training.

Objective B: To be as open and frank with external people as we can.

ER: We are getting better at it.

ER: We're giving each other specific feedback on how we're doing.

ER: We're able to be supportive of each other when an individual has identified if he/she will have trouble being open at a specific meeting.

Objective C: To be responsible for our meeting agendas in order to accomplish our goal.

ER: The group as a whole sets agendas.

ER: We are able to see a tie between agendas and goals. (We know why we're doing what we're doing.)

ER: Leon would get less inappropriate calls for meetings that could be handled other ways.

TWENTY COMMON ERRORS IN GOAL SETTING

George S. Odiorne

The manager:

1. Doesn't clarify common objectives for the whole unit.
2. Sets goals too low to challenge the individual subordinate.
3. Doesn't use prior results as a basis for using intrinsic creativity to find new and unusual answers.
4. Doesn't clearly shape his/her unit's common objectives to fit those of the larger unit of which he/she is part.
5. Overloads individuals with patently inappropriate or impossible goals.
6. Fails to cluster responsibilities in the appropriate positions.
7. Allows two or more individuals to believe themselves responsible for doing exactly the same things when having one responsible party is better.
8. Stresses methods of working rather than areas of responsibility.
9. Emphasizes tacitly that it is pleasing the manager which counts, rather than achieving the job objective.
10. Makes no policies as guides to action, but waits for results, then issues ad hoc judgments in correction.
11. Doesn't probe to discover what subordinate's program for goal achievement will be. Accepts every goal uncritically without a plan for successful achievement.
12. Is reluctant to add own (or higher management's) known needs to the program of subordinates.
13. Ignores the very real obstacles which will face the subordinate in achieving goals, including many emergency or routine duties which consume time.
14. Ignores the proposed new goals or ideas of subordinates, and imposes those which only the manager deems suitable.
15. Doesn't think through and act upon what manager must do to help subordinate succeed.
16. Fails to set intermediate target dates or milestones by which to measure progress of subordinates.

17. Doesn't introduce new ideas from outside the organization, nor permit or encourage subordinates to do so, thereby freezing the status quo.

18. Fails to permit targets of opportunity to be seized in lieu of stated objectives that are less important.

19. Is rigid in allowing the knockout of previously agreed-upon goals which have subsequently proven unfeasible, irrelevant, or impossible.

20. Doesn't reinforce successful behavior when goals are achieved.

20 WAYS TO KILL MANAGEMENT BY OBJECTIVES (Edited)

DALE D. McCONKEY

Management by Objectives is not always a success, as the ailing programs of a number of companies demonstrate. The experiences of over 300 diverse businesses dramatize how oversight, neglect, and lack of understanding in 20 major areas by these companies' managers largely account for the difference between a healthy and an ailing MBO program.

MBO's rapid growth in the past 10 to 15 years has been accompanied by significant problems, but these problems are caused by the weaknesses of the managers who applied the programs, rather than by any inherent weaknesses in the MBO system itself. This premise is amply substantiated by the following list of 20 ways to kill even the best MBO program. To managers considering adoption of an MBO program, the list may be helpful in planning; for companies that have already embraced MBO and have experienced only limited success, it should serve as a debugging checklist. For still other organizations that latched onto MBO as a showpiece or because someone else had it, the list will be a handy guide to killing the program much more rapidly so that they can proceed, without too much delay, to picking another pig in a poke.

1. Consider MBO a panacea. Don't be fooled by those cautious souls who insist that there is no such thing as a panacea. MBO must be one in light of the legions of businessmen, educators, consultants, writers, soothsayers, and others who travel around the country chanting MBO's virtues. Believe them when they say that MBO will accomplish wondrous things all by itself, that the

quality of management is incidental, and that MBO's strengths make even an incompetent manager look great.

2. Tell 'em their objectives. Here is the real key to killing MBO: Instead of trusting your subordinates to develop meaningful objectives for themselves, then taking the time and effort to discuss the objectives with them, write the objectives yourself and hand them out to each of your subordinates.

3. Leave out staff managers. Include only line managers in your MBO program. Leaving out staff managers can be justified on the basis that they are concerned only with intangibles that can't be measured and that they are employed only to provide service, advice, and counsel to the elite corps of line managers. Don't hold staff managers accountable for profit-oriented results.

4. Delegate executive directin. If you are the chief executive officer or some other top-level executive and are responsible for giving the program direction, don't spend too much of your own time on this chore. Instead, delegate full responsibility for directing the MBO program to your personnel manager, planning director, or assistant.

5. Create a paper mill. Everyone knows that a successful business operates on paper, so don't let your MBO program operate without a plethora of paper and paperwork. Pick someone who loves paperwork to administer the program and insist that everything be reduced to writing and that several copies of each document be prepared.

Use a tricky form for every detail of the program.

6. Ignore feedback. Treat feedback to a manager on how he is performing either as a luxury that can't be afforded or as information that is necessary only at the top level of the organization. To make feedback all but impossible, see that charts of accounts, the budget, and any reports to managers are all prepared on a different basis and that any feedback that does exist is prepared in a standard format, not tailored to individual objectives.

7. Emphasize the techniques. Don't be overly concerned about end results. Instead, insist that all managers become highly skilled in the techniques and methods of MBO and see that there is an abundance of techniques and methods on which they must concentrate.

8. Implement overnight. Don't bother devoting the three-to-five years of effort normally required to make a successful MBO program; do it overnight without the required training or orientation. Then you'll be all set to sit back and reap all the system's benefits--which will never come.

9. Fail to reward. Place blind faith in the axiom, "Man does not live by bread alone," and give your managers only minimal amounts of bread while expecting them to consistently turn in superior results. Adopt as standard practice the old across-the-board approach to compensation in which everyone receives just about the same increase each time, regardless of the wide differences in their contributions. Don't compensate personnel on output or contibutions, but rather on the basis of efforts-regardless of results-or what they say they can do. Don't hurt anyone's feelings-regardless of his lack of competence- by not granting him a salary increase or promotion.

10. <u>Have objectives but no plans</u>. This is a beautiful way to murder an MBO program, and it's very simple to practice: just have managers spend their time formulating highly acceptable and needed objectives, then don't require them to formulate realistic plans to make the objectives become an actuality. Leave this to divine providence.

11. <u>Stick with original program</u>. Never waiver from your chosen path. After considering all the various MBO approaches and as many actual programs as possible, select the one that you believe is best for your organization, then stick with it, come hell or high water. Refuse to be swayed by experience or by those who champion changes from the original version.

12. <u>Be impatient</u>. Become firmly convinced of the wisdom of those who suggest that all good managers are impatient. In fact, go them one better--be highly impatient to realize the benefits of MBO. Install your program this year, then be unhappy this time next year if sales haven't tripled and profits doubled.

If they don't materialize, quickly lose faith in the program and damn the consultant or associate who sold you on it.

13. <u>Quantify everything</u>. Insist that only highly quantified objectives will be approved. Demand that the results of each objective be stated in absolute dollar figures so that they can be measured with 100 percent accuracy at the end of the target period, then sit back and watch the feverish activity that you've generated - especially among staff managers who deal in objectives of an intangible nature.

14. Stress objectives, not the system. Devote only minimal time to the system itself - its rationale, operation, applications, and pitfalls. Instead, have your managers begin to write objectives immediately after you have given them a brief explanation of the 10 to 12 qualities of an effective objective.

15. Dramatize short-term objectives. Operate on the premise that if you take care of the present, the future will take care of itself. Disseminate this philosophy until all your managers become imbued with it.

Always have some form of long-range plan, but don't dissipate your efforts worrying about it. Concentrate on making yourself look good today; some other person may be sitting in your chair tomorrow.

16. Omit periodic reviews. The more successful MBO programs feature periodic reviews - usually at quarterly intervals - during the target period. The purposes of these reviews are to measure performance, to review the validity of the original objective, and to take remedial action, if necessary, while there is still time left during the target period.

MBO can be dealt a lethal blow by omitting these reviews. Neither the supervisor nor his subordinate will know how the other is performing until the final review at the end of the target period - at which time there will be no opportunity to take corrective action.

17. Omit refresher training. Many organizations do a highly commendable training and orientation job when MBO is first installed. The training, though, ends at that point, and managers who are new

to the system are left to secure their MBO training through a combination of osmosis and hit-or-miss tutoring by the older hands, who may or may not be competent teachers. Changes and refinements to the original program are handled in much the same way.

This is an excellent way to kill the program, since the first three years following the installation of an MBO program constitute a period of continuous tailoring to the organization of a fairly standard MBO program from another organization.

18. Don't blend objectives. Another way to emasculate MBO is to fail to coordinate all objectives. After all, one of the basics of MBO is the requirement that each manager write his own objectives. Carry this one step further and treat all objectives as completely individual matters. Don't spend the time necessary to ensure that each manager's objectives are complementary to the objectives of other managers and that all objectives support the overall objectives of the organization.

19. Be gutless. Avoid expressing your own objectives in specific terms. Otherwise, you might be pinned down later if you don't accomplish them. The fact that your subordinates must take their cue from you as to the kind and extent of the objectives they recommend shouldn't disturb you excessively. By forcing them to stand on their own feet without excessive guidance or babying from above, you're helping them to develop.

Also, fail to establish priorities. As long as all your managers are busy doing something, their time is well spent.

20. Refuse to delegate. This is another one of the better ways to kill MBO. Merely refuse to believe that the entire MBO

system depends on a continuous and successive delegation of accountability for results for everything from overall corporate objectives to objectives of first-line supervision.

Ignorance or design

All these pitfalls pose serious stumbling blocks to the success of MBO. Of course, no manager actually starts an MBO program with the goal of destroying it. However, the injurious impact to MBO is the same whether the manager fails through ignorance or design.

MBO is a tough, demanding management system that requires highly competent managers to operate it. By paying attention to the problem areas set forth in this article, they can increase the effectiveness and value of the MBO programs that they have implemented or plan to implement.

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Journal of College and University Personnel. Washington, D.C.: College and University Personnel Association.

Journal of Higher Education. Columbus: Ohio State University Press

Management by Objectives, Classified Media Ltd., P.O. Box 356, Addlestone Weybridge, Surrey, England.

A quarterly review of Management by Objectives and related methods of improving management performance in industry, commerce, government, and other institutions.

Management by Objectives Newsletter, MBO, Inc., 157 Pontoosic Road, Westfield, Mass.

MATERIALS TO BUY

Deegan, Arthur, and Fritz, Roger J., MBO Goes to College. Materials Manager, Center for Management and Technical Programs, P.O. Box 3253, Boulder, Colorado, 80303.

* Norman, J. J. Getting Results Through MBO. American Management Association Extension Institute, Box 305, Boston, Mass. 02134.

A course designed specifically for the practicing manager and future manager. It provides a private, self-paced, individualized study; learning and self-evaluation through programmed instruction, and communication between the student and American Management Association's Extension Institute.

Varney, Glenn. Management by Objectives. The Dartnell Corporation, 4660 Ravenswood Avenue, Chicago, Illinois, 60640.

* Workbook Managing by Objectives, AMACOM, Course Service, The American Management Association, Box 305, Boston, Mass., 02134. (Cassettes and Workbooks are together).

* Note: Both courses are similar, only one needs to be purchased.

THE UNIVERSITY OF MICHIGAN

MEMORANDUM

TO: Kathie Dannemiller

FROM: Tom Easthope Tom

DATE: October 30, 1975

RE: MBO At Michigan

As you put together your workbook for MBO in Student Services, I though it would be appropriate to share with you some reflections from my own experience.

Before coming to the University, I spent fifteen years in large corporations, mostly in the aero-space industry that prides itself on utilizing the latest and most efficient management systems.

During the mid '60's, when George Odiorne began to popularize MBO with his seminar series, I became quite enthusiastic about the potential of results management. My organization quickly sent most of its key managers to these sessions and we were off and running; or were we?

What was an initial spurt began to sputter, and rather quickly the program died. It was just another good idea that "couldn't" work in our business.

My bitterness about the lack of commitment on the part of the senior management in that industry was the reason for my cynical attitude toward undertaking MBO within Student Services when you arrived.

As you recall, I became a "devil's advocate" to conceal my disappointment with the previous experience. I believe that my experience is typical of many who will be attending the conference. I imagine they will be concerned and reticent about full commitment because of prior experiences with faddish schemes that have been attempted only as window dressing.

I wish that we could help them experience the positive results that are realized when an organization commits and adapts itself to systematic development of results management. Our experience, made possible by Henry's commitment and your process skills, has been the catalyst that has made a believer, indeed an enthusiastic participant, out of one skeptic.